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ABSTRACT

Four years of data (1980 to 1983) from "College-Bound Seniors: Eleven Years of National Data from the College Board's Admissions Testing Program 1973-1983" have been extracted and reported as a comparison for analogous data on test takers with hearing, learning, physical and visual disabilities over the same four years. The data on test-takers with disabilities results from an analysis of data on special test administrations of the Scholastic Aptitude Test (SAT) for students with disabilities. Highlights of the 19 tables include the following: (1) the number students registering to take the SAT under the Admissions Testing Program's Services for Handicapped Students increased by more than 80% from 1980 to 1983, with most of the change occurring in the number of learning-disabled test-takers, which increased from 57% to 71%; (2) test-takers with disabilities consistently earned lower mean verbal scores than the college-bound seniors; those with visual and physical impairments earned higher mean scores than those with learning disabilities, who earned higher mean scores than those with hearing impairments; (3) the pattern of the math scores for disabled test-takers was the same, though less extreme; (4) although minority students represented 18% of college-bound seniors, they were present in lesser proportions among the disabled test-takers; (5) learning-disabled test-takers came from families with relatively high incomes; and (6) compared to the college-bound seniors, a larger percentage of disabled test-takers reported goals associated with 2 years of postsecondary education and a smaller percentage reported a goal of graduate study. The Student Descriptive Questionnaire is appended. (KM)

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No. 87-2

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Students with Disabilities

Four Years of Data from Special Test Administrations of the Scholastic Aptitude Test, 1980–83

Marjorie Ragosta

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Marjorie Ragosta

College Board Report No. 87-2

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College Entrance Examination Board, New York, 1987

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INTRODUCTION

This report contains parallel tables from two different sources. Tables in boxes come from the College Board's 1984 publication, *College-Bound Seniors: Eleven Years of National Data from the College Board's Admissions Testing Program 1973–1983*. The remaining tables come from an analysis of four years of data on special test administrations of the SAT for students with disabilities. In this report we have extracted the relevant four years of data from *College-Bound Seniors* — 1980 to 1983 — as a comparison for analogous data on test takers with hearing, learning, physical, and visual disabilities over the same four years.

Every year since 1972 the College Board has issued a national report about the Admissions Testing Program (ATP) test scores and responses from the Student Descriptive Questionnaire (SDQ). This report offers the first analogous data for college candidates who took special test administrations of the SAT through ATP Services for Handicapped Students. Adapted forms of the SAT are available in four editions — regular, large-type, braille, and cassette — and are offered under a number of special conditions including extra time, a separate room, and the use of a reader, an amanuensis, an interpreter, special equipment, or other necessary accommodations. This report allows a comparison of the SAT scores and SDQ responses of disabled students taking special test accommodations with those of the general population.

Readers of these data will undoubtedly find interesting information in addition to that reported in the next section. In interpreting this information, however, remember that the data from *College-Bound Seniors* are based on voluntary self-reported responses by approximately one-third of the national high school graduates and approximately two-thirds of college entrants. Therefore, the data from *College-Bound Seniors* do not reflect the total high school or college-bound population. Data from students taking special test administrations of the SAT ought also to be interpreted with caution. They reflect the SAT performance and, for those who completed the SDQ, the SDQ responses of those disabled candidates who requested special testing accommodations. The percentage of disabled students responding to the SDQ is lower than the percentage for college-bound students in general. Those disabled candidates who do complete the SDQ earn, on the average, slightly higher SAT scores than those who do not complete the SDQ. In addition, many more candidates with disabilities are able to take *standard* administrations of the SAT on national test dates; their data are not reflected in this report because they are not identified as having a disability. Therefore, the groups of disabled students in this study are not strictly comparable to the total group of nonhandicapped students with whom they are compared.

HIGHLIGHTS OF THE FOUR-YEAR STUDY OF DATA FROM SPECIAL TEST ADMINISTRATIONS

- The number of students registering to take the SAT under ATP Services for Handicapped Students increased by more than 80 percent from 1980 to 1983. Most of the change was due to a rapid increase in the number of learning-disabled test takers, from 57 percent of the total to 71 percent. About 15,000 disabled students were tested in special administrations over the four-year period. (Table A)

- Males used ATP Services for Handicapped Students more frequently than females. Over the four years there were 27 percent more visually impaired males, 40 percent more physically handicapped males, and 170 percent more learning-disabled males than females. Only hearing-impaired test takers were predominantly female with 10 percent more females than males — a ratio consistent with that of the general population of college-bound seniors. (Based on numbers in Table 4)

- Consistently across the four years of study, test takers using ATP Services for Handicapped Students earned mean SAT-verbal scores lower than the means for the college-bound seniors. Visually impaired and physically handicapped test takers earned higher mean scores than learning disabled test takers who earned higher mean scores than hearing-impaired test takers. The SAT-verbal scores of learning-disabled students averaged almost three-quarters of a standard deviation below those of college-bound seniors, and those of hearing-impaired students were more than a full standard deviation lower. About 60 percent of hearing-impaired test takers earned scores in the lowest range (200 to 299). (Tables 1 and 4)

- The pattern of SAT-mathematical scores was similar to that of SAT-verbal scores but not quite as extreme. Again, the scores of visually impaired and physically handicapped students were higher than the scores of learning-disabled students who again earned higher mean scores than hearing-impaired students. The SAT-mathematical means of handicapped students ranged between one-quarter and three-quarters of a standard deviation below the scores of college-bound seniors. (Tables 1 and 4)

- The pattern of Reading Comprehension and Vocabulary subscores as well as the TSWE (Test of Standard Written English) scores paralleled the verbal pattern described above. Again, about 60 percent of hearing-impaired test takers scored in the lowest category — 20 to 29. (Tables 2 and 3)

- The average number of years of study of English, mathematics, biological sciences, physical sciences and social studies is remarkably consistent across all groups. Only in the study of foreign languages are mean differences very great. College-bound seniors and visually impaired students on the average report more than two years of study, with physically handicapped students slightly less than two years, learning-disabled students more than one year, and hearing-impaired students less than one year. Moreover, although 14 percent of college-bound seniors reported taking no foreign language, the percentages were much larger for students with disabilities. About 19 percent of visually impaired students and 24 percent of physically handicapped students reported no foreign language and those percentages increased to 42 percent for learning disabled students and 58 percent for hearing-impaired students. (Table 6)

- Self-reported grades of the college-bound seniors in all subject areas are higher than the self-reported grades of students who request special test administrations. Learning-disabled students report the lowest grades and, in general, hearing-impaired students report grades slightly lower than students with physical or visual disabilities. Similar results appear with self-reported class rank and for estimated high school GPAs. Although hearing-impaired students on the average earned the lowest SAT scores, their self-reported grades and class ranks are well above those of learning-disabled students and only slightly below those of physically handicapped or visually impaired students. (Tables 5, 7, and 8)

- Although minority students represented 18 percent of college-bound seniors, they were present in lesser proportions in the subgroups of disabled test takers. About 10 percent of students with a hearing impairment, 8 percent of those with a learning disability, 12 percent of those with a physical handicap, and 13 percent of those with a visual impairment were classified as minority. (Table 9)

- Learning-disabled candidates came from families with relatively high incomes. Between 50 and 70 percent of learning-disabled students from 1980–83 came from families with incomes above $30,000. Other disabled students came from families with incomes close to the incomes of all college-bound seniors – from 30–50 percent averaging above $30,000 over the 4-year period. (Table 10)

- The consistent direct relationship between parental income and SAT scores which is observed for all college-bound seniors does not hold up as well for students with disabilities. (Table 11)

- Compared to the college-bound seniors, a larger percentage of disabled candidates reported goals associated with two years of postsecondary education and a smaller percentage reported a goal of graduate study. (Table 12)

- Similar proportions of nonhandicapped and handicapped students planned to ask the college for special assistance, but students with disabilities asked for more help. One-quarter of the handicapped students or more planned to apply for aid in reading, writing, and mathematical skills. Hearing-impaired and learning-disabled students planned to request such aid more frequently than students with physical or visual disabilities. (Table 13)

- The field of business and commerce was the most popular with handicapped males (16%-25%), followed by computer science (5%-17%), engineering (7%-12%), and social sciences (6%-12%). Those four fields were also popular with male college-bound seniors in general who selected engineering (22%), business and commerce (18%), computer science (steadily increasing from 5%-12%), health and medical fields (9%), and social sciences (7%) as their top choices. (Table 14)

- Education (13%-21%), business and commerce (13%-15%), and health and medical fields (12%-19%) were the preferred choices of disabled females and college-bound females as well. (Table 14)

- Overall, half of the hearing-impaired students clustered in four intended fields: computer science, business and commerce, education, and health and medical fields. Five categories were required to account for the choices of half of the learning-disabled students: business and commerce, engineering, education, art, and undecided. Physically handicapped students preferred business and commerce, computer science, social sciences and health and medical fields, while half of all visually impaired students listed their choices as business and commerce, education, computer science, social sciences, and health and medical fields. (Table 14)

- Whereas one-quarter of college-bound seniors ask for advanced placement in English, fewer than 10 percent of hearing-impaired and learning-disabled students and fewer than 17 percent of physically handicapped and visually impaired students do so. In general fewer handicapped than nonhandicapped students apply for advanced placement or course credit in any subject area except art and music, where learning-disabled and visually impaired candidates apply in equal percentages with all college-bound seniors. (Table 15)

- Except for physically handicapped students, a larger proportion of disabled candidates than college-bound seniors report a preference for dormitory housing. (Table 16)

- Fewer physically handicapped and visually impaired students were active in athletics in high school or planned to be active in college than college-bound seniors in general or students with hearing and learning disabilities. However, visually impaired students more often reported being active in high school and planning to be active in college in such extracurricular activities as art, music, and dance; journalism, debating and dramatics; and departmental or preprofessional clubs. With those exceptions, handicapped students tended to be less involved in extracurricular activities than college-bound seniors. (Table 17)

- Compared to all college-bound seniors, a smaller percentage of hearing-, learning-, or visually disabled candidates attended public schools. (Table 18)

- Of students who rated themselves in the top ten percent on various skills and abilities, there were proportionately fewer disabled students. Although some disabled students reported high ability in all areas, differences of about 10 percent or more occurred in the following areas. Visually and physically disabled students less often reported athletic ability. Learning disabled students less frequently reported abilities in creative writing, written expression, mathematics, science and organizing for work. Hearing-impaired students less frequently reported skills in spoken and written expression, creative writing, music, and leadership. (Table 19)

Table A. Total Number Registering for ATP, Taking SAT, and Responding to SDQ*

	All College Bound Seniors			
	'80	'81	'82	'83
Number Registering for ATP	1,047,392	1,049,351	1,040,550	1,012,537
Number Taking SAT	991,514	994,333	988,680	963,209
Number Responding to SDQ	948,738	947,879	939,794	907,699

*From College-Bound Seniors, page 5.

Table A (cont'd). Special Test Administration Data: Total Number Registering for SAT, Taking SAT, and Responding to SDQ

	Students From Special Test Administrations			
	'80	'81	'82	'83
All Hearing Impaired				
Number Registered for SAT	140	162	211	332
Number Taking SAT	124	147	190	306
Number of SAT-V	119	146	186	301
Number of SAT-M	124	146	189	306
Number Responding to SDQ	96	108	147	241
All Learning Disabled				
Number Registered for SAT	1,792	2,793	3,052	3,807
Number Taking SAT	1,539	2,420	2,800	3,545
Number of SAT-V	1,489	2,409	2,684	3,419
Number of SAT-M	1,530	2,396	2,791	3,532
Number Responding to SDQ	1,028	1,615	1,871	2,265
All Physically Handicapped				
Number Registered for SAT	348	344	289	355
Number Taking SAT	283	286	258	322
Number of SAT-V	275	285	253	312
Number of SAT-M	282	283	255	322
Number Responding to SDQ	213	220	197	241
All Visually Impaired				
Number Registered for SAT	851	902	797	847
Number Taking SAT	767	800	738	793
Number of SAT-V	745	796	704	763
Number of SAT-M	766	792	734	792
Number Responding to SDQ	522	570	522	549

Table I. SAT Scores, College-Bound Seniors*

	VERBAL				MATH			
	'80 %	'81 %	'82 %	'83 %	'80 %	'81 %	'82 %	'83 %
Male Scores								
700 - 800	1	1	1	1	4	4	4	6
600 - 699	7	6	6	6	16	16	16	16
500 - 599	20	20	19	20	27	30	28	27
400 - 499	33	33	35	34	28	28	28	27
300 - 399	28	27	27	29	19	18	18	19
200 - 299	12	11	11	11	5	5	5	5
Number	478,284	478,448	476,316	464,899	478,193	478,301	476,192	464,733
Mean	428	430	431	430	491	492	493	493
S. D.	110	110	110	109	120	119	120	121
Female Scores								
700 - 800	1	1	1	1	1	1	1	1
600 - 699	6	6	6	6	9	8	9	9
500 - 599	18	17	18	18	22	24	22	22
400 - 499	32	32	34	34	32	32	33	31
300 - 399	30	30	29	30	28	26	27	29
200 - 299	13	14	13	13	8	8	8	7
Number	512,961	515,598	511,954	497,978	512,863	515,371	511,750	497,809
Mean	420	418	421	420	443	443	443	445
S. D.	110	110	110	108	109	109	109	111
Total Scores								
700 - 800	1	1	1	1	3	3	3	3
600 - 699	6	6	6	6	12	11	12	13
500 - 599	18	19	19	18	24	27	25	24
400 - 499	32	33	34	34	30	30	30	30
300 - 399	29	29	28	29	24	22	23	24
200 - 299	13	12	13	11	6	7	6	6
Number	991,245	994,046	988,270	962,877	991,056	993,672	987,942	962,542
Mean	424	424	426	425	466	466	467	468
S. D.	110	110	110	109	117	117	117	119

*From College-Bound Seniors, pages 6 & 7.

Table 1 (cont'd). Special Test Administration Data: SAT Scores of Students With a Hearing Impairment

	VERBAL				MATH			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
700 - 800	0.0	0.0	0.0	0.0	3.3	3.3	2.1	0.7
600 - 699	3.4	1.6	0.0	0.7	8.2	6.6	5.2	4.1
500 - 599	0.0	8.1	5.3	1.4	3.3	6.6	8.3	14.5
400 - 499	5.2	9.7	10.5	12.0	19.7	34.4	25.0	18.6
300 - 399	27.6	32.3	26.3	23.9	41.0	34.4	37.5	40.0
200 - 299	63.8	48.4	57.9	62.0	24.6	14.8	21.9	22.1
Number	58	62	95	142	61	61	96	145
Mean	289	313	297	290	385	408	390	382
S. D.	94	105	91	91	135	112	111	113
Female Scores								
700 - 800	0.0	0.0	0.0	0.0	3.2	2.4	0.0	0.6
600 - 699	0.0	0.0	0.0	0.6	1.6	3.5	3.2	1.9
500 - 599	0.0	8.3	1.1	1.9	4.8	9.4	5.4	3.7
400 - 499	9.8	7.1	9.9	10.1	22.2	28.2	21.5	17.4
300 - 399	26.2	22.6	26.4	22.0	41.3	40.0	43.0	42.2
200 - 299	63.9	61.9	62.6	65.4	27.0	16.5	26.9	34.2
Number	61	84	91	159	63	85	93	161
Mean	281	304	286	279	367	393	357	346
S. D.	77	100	77	86	114	109	90	91
Total Scores								
700 - 800	0.0	0.0	0.0	0.0	3.2	2.7	1.1	0.7
600 - 699	1.7	0.7	0.0	0.7	4.8	4.8	4.2	2.9
500 - 599	0.0	8.2	3.2	1.7	4.0	8.2	6.9	8.8
400 - 499	7.6	8.2	10.2	11.0	21.0	30.8	23.3	18.0
300 - 399	26.9	26.7	26.3	22.9	41.1	37.7	40.2	41.2
200 - 299	63.9	56.2	60.2	63.8	25.8	15.8	24.3	28.4
Number	119	146	186	301	124	146	189	306
Mean	285	308	292	284	375	400	374	363
S. D.	86	102	85	88	125	111	103	103

Table 1 (cont'd). Special Test Administration Data: SAT Scores of Students With a Learning Disability

	VERBAL				MATH			
	'80 %	'81 %	'82 %	'83 %	'80 %	'81 %	'82 %	'83 %
Male Scores								
700 - 800	0.2	0.2	0.1	0.0	1.4	1.7	1.6	1.5
600 - 699	0.4	1.4	0.8	1.0	3.1	7.3	4.7	4.0
500 - 599	5.1	8.6	6.0	5.6	11.4	16.7	10.9	11.8
400 - 499	21.4	27.3	21.4	21.9	25.6	25.6	24.8	23.7
300 - 399	41.8	39.7	41.1	43.2	40.1	35.5	40.5	41.3
200 - 299	31.0	23.0	30.8	28.3	18.4	13.1	17.7	17.8
Number	1119	1765	1948	2462	1144	1764	2027	2532
Mean	346	372	349	352	389	420	394	392
S. D.	89	95	90	89	103	116	110	107
Female Scores								
700 - 800	0.0	0.0	0.0	0.0	1.3	0.2	1.6	1.2
600 - 699	0.3	1.7	0.1	0.3	1.3	2.7	1.2	1.8
500 - 599	4.6	7.0	3.5	4.3	6.5	11.4	5.9	7.8
400 - 499	16.8	21.3	16.7	16.1	16.6	20.7	19.6	18.8
300 - 399	44.3	39.8	40.9	40.8	49.7	45.4	41.8	46.0
200 - 299	34.1	30.3	38.7	38.6	24.6	19.6	30.0	24.4
Number	370	644	736	957	386	632	764	1000
Mean	334	353	330	331	358	378	356	363
S. D.	86	97	84	85	93	100	98	98
Total Scores								
700 - 800	0.1	0.1	0.0	0.0	1.3	1.3	1.5	1.4
600 - 699	0.4	1.5	0.6	0.8	2.6	6.1	3.7	3.4
500 - 599	5.0	8.1	5.3	5.2	10.1	15.3	9.5	10.7
400 - 499	20.3	25.7	20.1	20.3	23.3	24.3	23.4	22.3
300 - 399	42.4	39.7	41.0	42.5	42.5	38.1	40.8	42.6
200 - 299	31.8	24.9	33.0	31.2	20.0	14.8	21.0	19.6
Number	1489	2409	2684	3419	1530	2396	2791	3532
Mean	343	367	344	346	381	409	384	383
S. D.	89	96	89	88	101	114	108	105

Table 1 (cont'd). Special Test Administration Data: SAT Scores of Students With a Physical Handicap

	VERBAL				MATH			
	'80 %	'81 %	'82 %	'83 %	'80 %	'81 %	'82 %	'83 %
Male Scores								
700 - 800	0.0	2.3	0.7	0.6	1.8	4.7	3.5	2.7
600 - 699	3.1	6.4	4.2	3.3	13.2	12.2	8.5	8.0
500 - 599	15.3	15.1	14.8	18.2	16.8	20.3	11.3	22.5
400 - 499	30.7	31.4	23.9	29.8	25.7	20.3	23.2	25.7
300 - 399	30.7	35.5	31.7	33.1	31.7	32.0	36.6	33.2
200 - 299	20.2	9.3	24.6	14.9	10.8	10.5	16.9	8.0
Number	163	172	142	181	167	172	142	187
Mean	394	427	386	409	438	453	411	441
S. D.	108	113	114	106	122	133	127	120
Female Scores								
700 - 800	1.8	0.0	0.0	1.5	1.8	2.7	0.9	0.7
600 - 699	2.7	8.8	2.7	2.3	4.3	4.5	4.4	4.4
500 - 599	10.7	13.3	10.8	13.0	12.2	15.3	4.4	17.8
400 - 499	25.9	31.0	36.9	30.5	20.9	18.9	29.2	27.4
300 - 399	33.9	31.9	33.3	35.1	36.5	46.8	46.0	32.6
200 - 299	25.0	15.0	16.2	17.6	24.3	11.7	15.0	17.0
Number	112	113	111	131	115	111	113	135
Mean	378	416	396	400	390	411	385	408
S. D.	116	117	100	105	119	114	94	105
Total Scores								
700 - 800	0.7	1.4	0.4	1.0	1.8	3.9	2.4	1.8
600 - 699	2.9	7.4	3.6	2.9	9.6	9.2	6.7	6.5
500 - 599	13.5	14.4	13.0	16.0	14.9	18.4	8.2	20.5
400 - 499	28.7	31.2	29.6	30.1	23.8	19.8	25.9	26.4
300 - 399	32.0	34.0	32.4	34.0	33.7	37.8	40.8	32.9
200 - 299	22.2	11.6	20.9	16.0	16.3	11.0	16.1	11.8
Number	275	285	253	312	282	283	255	322
Mean	387	422	391	405	419	437	400	427
S. D.	111	115	108	106	124	127	115	115

Table 1 (cont'd). Special Test Administration Data: SAT Scores of Students With a Visual Impairment

	VERBAL				MATH			
	'80 %	'81 %	'82 %	'83 %	'80 %	'81 %	'82 %	'83 %
Male Scores								
700 - 800	.7	1.1	0.8	0.5	4.7	6.5	2.9	4.3
600 - 699	2.8	5.5	4.3	3.5	8.4	12.9	12.9	10.1
500 - 599	14.9	18.1	16.9	13.3	19.4	18.0	18.5	18.2
400 - 499	27.5	32.7	29.8	29.9	23.0	21.6	25.2	28.1
300 - 399	35.2	30.7	30.6	35.3	30.7	30.7	29.0	27.4
200 - 299	18.9	11.9	17.7	17.5	13.8	10.4	11.6	11.9
Number	429	453	373	428	443	450	389	445
Mean	393	422	408	397	437	458	444	444
S. D.	108	110	111	108	128	139	127	126
Female Scores								
700 - 800	0.0	0.0	0.9	0.9	2.8	4.1	2.1	2.9
600 - 699	3.2	7.6	3.9	4.8	4.6	8.5	5.8	9.5
500 - 599	10.4	13.1	13.9	13.7	13.9	15.8	18.8	20.5
400 - 499	31.3	32.9	33.2	30.1	23.8	21.9	26.4	23.3
300 - 399	35.4	29.2	31.4	35.5	37.5	32.7	33.6	27.4
200 - 299	19.6	17.2	16.6	14.9	17.3	17.0	13.3	16.4
Number	316	343	331	335	323	342	345	347
Mean	390	411	401	405	405	422	418	429
S. D.	104	114	112	112	118	130	117	128
Total Scores								
700 - 800	0.4	0.6	0.9	0.7	3.9	5.5	2.4	3.6
600 - 699	3.0	6.4	4.1	4.1	6.8	11.0	9.5	9.8
500 - 599	13.0	16.0	15.5	13.5	17.1	17.0	18.7	19.2
400 - 499	29.1	32.8	31.4	30.0	23.4	21.7	25.7	26.0
300 - 399	35.3	30.0	31.0	35.4	33.6	31.6	31.2	27.4
200 - 299	19.2	14.2	17.2	16.4	15.3	13.3	12.4	13.9
Number	745	796	704	763	766	792	734	792
Mean	392	417	404	401	424	442	432	437
S. D.	106	112	111	110	125	136	123	127

Table 2. SAT Verbal Subscores*

	READING COMPREHENSION				VOCABULARY			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
70 - 80	1	1	1	1	1	1	1	1
60 - 69	7	7	7	7	6	6	6	7
50 - 59	20	20	20	20	20	21	20	20
40 - 49	32	32	34	32	34	35	36	33
30 - 39	29	29	27	26	26	25	25	28
20 - 29	12	11	12	12	11	12	11	11
Number	478,249	478,426	476,281	464,866	478,243	478,411	476,274	464,835
Mean	42.7	43.1	43.1	43.1	43.0	42.9	43.1	43.0
S. D.	11.2	11.2	11.2	11.5	11.1	10.8	10.9	11.4
Female Scores								
70 - 80	1	1	1	1	1	1	1	1
60 - 69	6	5	6	6	6	4	6	6
50 - 59	18	18	18	20	17	19	18	18
40 - 49	32	31	34	33	33	34	35	33
30 - 39	31	32	28	28	28	27	28	28
20 - 29	12	12	13	14	13	14	13	13
Number	512,943	515,578	511,928	497,945	512,927	515,561	511,907	497,928
Mean	42.3	41.9	42.2	42.2	41.9	41.9	42.1	42.0
S. D.	10.9	10.9	11.0	11.3	11.3	11.0	11.0	11.3
Total Scores								
70 - 80	1	1	1	1	1	1	1	1
60 - 69	7	6	6	6	6	4	6	7
50 - 59	18	19	19	20	19	20	19	19
40 - 49	32	32	34	33	34	35	35	33
30 - 39	29	30	27	28	28	26	27	28
20 - 29	12	12	13	12	13	13	12	13
Number	991,192	994,004	988,209	962,811	991,170	993,972	988,181	962,763
Mean	42.5	42.5	42.7	42.6	42.4	42.4	42.6	42.5
S. D.	11.1	11.1	11.1	11.4	11.2	10.9	11.0	11.4

*From College-Bound Seniors, pages 8 & 9.

Table 2 (cont'd). Special Test Administration Data: SAT Verbal Subscores of Students with a Hearing Impairment

	READING COMPREHENSION				VOCABULARY			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
70 - 80	0	0	0	0	0	0	0	0
60 - 69	3	0	1	0	2	3	0	1
50 - 59	2	13	3	3	5	5	7	3
40 - 49	12	7	13	11	5	18	14	10
30 - 39	22	27	25	28	28	26	25	28
20 - 29	61	53	58	58	60	48	54	58
Number	58	62	95	142	60	62	96	142
Mean	29.7	31.7	30.2	29.3	30.1	32.3	31.4	30.4
S. D.	10.3	10.4	9.1	8.9	10.1	10.8	9.3	9.3
Female Scores								
70 - 80	0	0	0	0	0	0	0	0
60 - 69	0	1	0	0	0	2	1	1
50 - 59	2	5	2	2	3	4	1	4
40 - 49	13	13	7	11	8	14	11	11
30 - 39	26	20	34	19	25	25	29	19
20 - 29	59	61	57	68	64	55	57	65
Number	61	84	91	159	61	84	89	159
Mean	29.3	30.7	29.0	28.1	28.3	31.5	29.9	29.3
S. D.	7.7	9.7	7.7	8.4	8.4	10.2	8.1	9.2
Total Scores								
70 - 80	0	0	0	0	0	0	0	0
60 - 69	2	1	0	0	1	3	1	1
50 - 59	2	8	3	2	4	4	4	4
40 - 49	12	10	10	11	7	16	12	10
30 - 39	24	23	30	24	26	25	27	23
20 - 29	60	58	57	63	62	52	56	62
Number	119	146	186	301	121	146	185	301
Mean	29.5	31.1	29.6	28.7	29.2	31.9	30.6	29.8
S. D.	9.1	10.0	8.5	8.7	9.3	10.5	8.8	9.2

Table 2 (cont'd). Special Test Administration Data: SAT Verbal Subscores of Students With a Learning Disability

	READING COMPREHENSION				VOCABULARY			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
70 - 80	0	0	0	0	0	0	0	0
60 - 69	1	2	1	1	1	2	2	1
50 - 59	6	10	7	7	7	8	6	6
40 - 49	20	26	22	22	25	31	24	27
30 - 39	41	37	39	40	39	40	42	41
20 - 29	32	25	31	30	28	19	26	25
Number	1119	1765	1948	2462	1128	1769	1986	2489
Mean	34.2	37.0	35.0	35.0	35.8	38.1	36.1	36.2
S.D.	9.1	10.1	9.5	9.5	9.5	9.3	9.2	9.0
Female Scores								
70 - 80	0	0	0	0	0	0	0	0
60 - 69	1	2	0	0	2	3	1	1
50 - 59	5	8	4	6	5	7	5	4
40 - 49	17	21	20	18	18	23	18	19
30 - 39	46	39	38	40	42	39	40	39
20 - 29	31	30	38	36	33	28	36	37
Number	369	643	736	956	375	644	743	965
Mean	33.9	35.4	33.3	33.6	34.0	36.2	33.9	33.6
S. D.	8.8	9.9	8.8	9.0	9.4	9.9	8.7	8.7
Total Scores								
70 - 80	0	0	0	0	0	0	0	0
60 - 69	1	2	1	1	2	2	1	1
50 - 59	6	9	6	7	6	8	6	5
40 - 49	19	25	21	21	23	29	23	25
30 - 39	42	37	39	40	39	39	41	40
20 - 29	32	27	33	31	30	22	29	29
Number	1488	2408	2684	3418	1503	2413	2729	3454
Mean	34.1	36.6	34.5	34.6	35.3	37.6	35.5	35.5
S. D.	9.0	10.1	9.3	9.4	9.5	9.5	9.1	9.0

Table 2 (cont'd). Special Test Administration Data: SAT Verbal Subscores of Students With a Physical Handicap

	READING COMPREHENSION				VOCABULARY			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
70 - 80	0	1	1	1	2	3	1	1
60 - 69	2	6	3	6	4	6	4	2
50 - 59	14	19	15	14	18	15	19	21
40 - 49	34	29	25	31	27	38	22	33
30 - 39	27	32	29	35	31	30	35	28
20 - 29	23	13	27	13	18	8	19	15
Number	163	172	142	181	166	172	142	184
Mean	39.0	42.0	38.1	40.6	40.6	43.4	39.8	41.8
S. D.	10.5	11.4	11.7	11.0	11.4	11.4	11.6	10.5
Female Scores								
70 - 80	0	0	0	1	3	2	0	1
60 - 69	4	7	4	3	6	9	5	4
50 - 59	11	16	9	12	11	16	12	12
40 - 49	26	31	42	37	22	29	32	31
30 - 39	36	31	30	32	32	29	36	35
20 - 29	23	15	15	15	26	15	15	17
Number	112	113	111	131	112	113	112	132
Mean	37.9	41.2	40.0	40.8	38.5	42.4	39.6	39.7
S. D.	10.7	11.1	9.9	10.5	12.8	12.4	10.3	10.7
Total Scores								
70 - 80	0	0	0	1	2	3	1	1
60 - 69	3	6	3	5	5	7	4	3
50 - 59	13	18	13	13	15	15	16	17
40 - 49	31	30	33	33	25	34	26	32
30 - 39	30	32	29	34	32	30	36	31
20 - 29	23	14	22	14	21	11	17	16
Number	275	285	253	312	278	285	254	316
Mean	38.6	41.7	38.9	40.7	39.7	43.0	39.7	41.0
S. D.	10.6	11.3	11.0	10.8	12.0	11.8	11.0	10.6

Table 2 (cont'd). Special Test Administration Data: SAT Verbal Subscores of Students With a Visual Impairment

	READING COMPREHENSION				VOCABULARY			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
70 - 80	0	1	1	1	1	1	1	2
60 - 69	5	6	5	3	4	7	6	4
50 - 59	15	17	16	15	13	16	17	13
40 - 49	29	31	29	30	32	34	30	33
30 - 39	32	31	32	32	31	30	32	31
20 - 29	19	14	17	19	19	12	14	17
Number	429	453	373	428	437	453	379	440
Mean	39.7	41.9	40.3	39.6	39.8	42.8	41.7	40.5
S. D.	11.1	11.0	11.4	11.1	11.0	11.2	11.2	11.2
Female Scores								
70 - 80	0	0	0	0	0	1	1	2
60 - 69	4	8	5	5	4	6	4	6
50 - 59	13	16	17	15	11	14	12	14
40 - 49	32	32	31	33	29	31	33	30
30 - 39	35	31	31	31	38	31	31	31
20 - 29	16	13	16	16	18	17	19	17
Number	314	343	331	335	317	344	337	338
Mean	39.6	42.0	41.0	40.5	38.9	40.7	39.8	41.0
S. D.	10.6	11.3	11.2	11.2	10.5	11.6	11.3	11.7
Total Scores								
70 - 80	0	1	0	0	1	1	1	2
60 - 69	4	6	5	4	4	7	5	5
50 - 59	14	17	17	15	12	15	15	13
40 - 49	31	31	30	31	30	33	31	32
30 - 39	33	31	32	32	34	30	31	31
20 - 29	18	14	16	18	19	14	17	17
Number	743	796	704	763	754	797	716	778
Mean	39.6	41.9	40.6	40.0	39.4	41.9	40.8	40.7
S. D.	10.9	11.2	11.3	11.2	10.8	11.4	11.3	11.4

Table 3. Test of Standard Written English (TSWE) Scores*

Year	'80	'81	'82	'83
	%	%	%	%
Male Scores				
60 +	3	3	3	3
50 - 59	24	24	24	24
40 - 49	30	32	32	30
30 - 39	25	26	25	26
20 - 29	16	16	16	16
Number	478,210	478,364	476,223	464,843
Mean	41.7	41.5	41.7	41.6
S. D.	11.0	10.9	10.8	10.9
Female Scores				
60 +	4	3	3	4
50 - 59	28	28	27	28
40 - 49	31	32	33	31
30 - 39	22	23	23	23
20 - 29	14	14	14	13
Number	512,947	515,510	511,879	497,976
Mean	43.0	42.9	42.8	43.0
S. D.	10.8	10.8	10.7	10.7
Total Scores				
60 +	4	3	3	3
50 - 59	26	26	26	26
40 - 49	31	32	32	31
30 - 39	24	25	24	25
20 - 29	16	15	15	15
Number	991,157	993,874	988,102	962,819
Mean	42.4	42.2	42.3	42.3
S. D.	11.0	10.8	10.8	10.8

*From College-Bound Seniors, page 10.

Table 3 (cont'd). Special Test Administration Data: TSWE Scores of Students with Disabilities

	HEARING IMPAIRMENT				LEARNING DISABILITY			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
60 +	0	0	0	0	0	0	0	0
50 - 59	3	5	4	3	5	9	5	5
40 - 49	7	14	15	13	17	23	19	20
30 - 39	23	24	25	15	33	34	33	32
20 - 29	67	57	56	69	45	34	43	43
Number	58	62	95	142	1119	1765	1946	2462
Mean	27.1	30.3	29.8	27.9	32.1	34.9	32.6	32.7
S. D.	8.8	10.7	10.4	9.8	9.7	10.2	9.8	9.6
Female Scores								
60 +	0	0	0	1	0	0	0	0
50 - 59	2	10	4	3	5	10	6	4
40 - 49	13	14	12	9	18	25	19	21
30 - 39	26	21	22	24	37	31	32	35
20 - 29	59	55	62	63	40	34	43	40
Number	61	84	91	159	368	641	735	956
Mean	29.2	31.1	28.9	28.2	32.9	35.2	32.7	32.9
S. D.	8.5	11.7	9.4	9.7	9.5	10.6	9.9	9.5
Total Scores								
60 +	0	0	0	0	0	0	0	0
50 - 59	3	8	4	3	5	10	5	5
40 - 49	10	14	13	11	18	23	19	20
30 - 39	24	23	24	20	34	33	33	33
20 - 29	63	55	59	66	43	34	43	42
Number	119	146	186	301	1487	2406	2681	3418
Mean	28.2	30.7	29.4	28.1	32.3	35.0	32.6	32.8
S. D.	8.7	11.3	9.9	9.7	9.6	10.3	9.8	9.6

Table 3 (cont'd). Special Test Administration Data: TSWE Scores of Students with Disabilities

	PHYSICAL HANDICAP				VISUAL IMPAIRMENT			
	'80 %	'81 %	'82 %	'83 %	'80 %	'81 %	'82 %	'83 %
Male Scores								
60 +	1	1	2	3	3	3	2	1
50 - 59	17	24	13	16	16	21	19	17
40 - 49	25	36	25	34	27	32	30	30
30 - 39	30	20	36	26	26	24	26	29
20 - 29	27	19	24	21	28	20	23	23
Number	162	172	142	181	429	452	372	428
Mean	37.6	41.3	37.5	39.4	38.2	40.9	39.6	39.1
S. D.	11.0	10.9	11.3	11.1	11.9	11.3	11.2	11.0
Female Scores								
60 +	3	3	2	0	2	5	3	3
50 - 59	17	25	12	18	21	25	23	27
40 - 49	23	29	44	32	31	29	30	27
30 - 39	30	25	28	29	28	22	28	27
20 - 29	27	18	14	21	18	19	16	15
Number	112	113	111	131	314	343	330	333
Mean	38.3	41.7	40.4	39.8	40.6	41.8	41.4	42.3
S. D.	11.6	10.9	9.7	10.7	10.9	11.7	11.1	11.3
Total Scores								
60 +	2	1	2	2	3	4	3	2
50 - 59	17	25	12	17	18	23	21	22
40 - 49	24	33	33	33	29	31	30	29
30 - 39	30	22	33	27	26	23	27	28
20 - 29	27	19	20	21	24	19	20	19
Number	274	285	253	312	743	795	702	761
Mean	37.9	41.5	38.7	39.6	39.2	41.3	40.5	40.5
S. D.	11.3	10.9	10.7	10.9	11.6	11.5	11.2	11.2

Table 4. Special Test Administration Data: Comparison of 1980–83 Mean SAT Verbal Scores for All Test-Takers and SDQ Respondents

	'80-'83 Total Groups				'80-'83 Groups with SDQs			
	HEARING	LEARNING	PHYSICAL	VISUAL	HEARING	LEARNING	PHYSICAL	VISUAL
	%	%	%	%	%	%	%	%
Males								
700 - 800	0	0	1	1	0	0	1	1
600 - 699	1	1	4	4	1	1	4	5
500 - 599	3	6	16	16	4	6	17	17
400 - 499	10	23	29	30	11	23	31	31
300 - 399	27	42	33	33	28	42	32	32
200 - 299	59	28	17	16	56	28	15	14
Number	357	7294	658	1683	279	4703	479	1168
Mean	296	355	405	405	302	355	410	415
S.D.	94	91	111	110	96	90	110	109
Females								
700 - 800	0	0	1	0	0	0	0	0
600 - 699	0	1	4	5	0	1	4	5
500 - 599	3	4	12	13	3	4	13	15
400 - 499	9	18	31	32	9	18	32	34
300 - 399	24	41	34	33	24	41	34	31
200 - 299	64	36	18	17	64	36	17	15
Number	395	2707	467	1325	300	1892	374	935
Mean	286	336	398	402	288	337	400	412
S.D.	86	88	110	111	86	88	108	109
Total								
700 - 800	0	0	1	1	0	0	1	1
600 - 699	1	1	4	4	1	1	4	5
500 - 599	3	6	14	14	3	6	15	16
400 - 499	10	22	30	31	10	21	31	32
300 - 399	25	41	33	33	26	42	33	32
200 - 299	61	30	18	17	60	30	16	14
Number	752	10,001	1125	3008	579	6595	853	2103
Mean	291	350	402	404	294	350	406	414
S.D.	90	91	111	110	91	90	109	109

Note: Information on the test scores of disabled students is summarized across the four years of data collection, 1980–83. The resultant means and standard deviations are the best single estimates of the performance of disabled students on special administrations of the SAT. Table 4 also contains information on the subset of the total group of disabled students who responded to the Student Descriptive Questionnaire (SDQ). Tables 1–3 were based on the total group of students. The remaining tables in this report will be based on responses to the SDQ. Table 4 is concerned only with data from special test administrations. There is no analogous Table 4 with data from *College-Bound Seniors*.

Table 4. (cont'd). Special Test Administration Data: Comparison of 1980–83 Mean SAT Mathematical Scores for All Test-Takers and SDQ Respondents

	'80-'83 Total Groups				'80-'83 Groups with SDQs			
	HEARING	LEARNING	PHYSICAL	VISUAL	HEARING	LEARNING	PHYSICAL	VISUAL
	%	%	%	%	%	%	%	%
Males								
700 - 800	2	1	3	5	2	2	4	6
600 - 699	6	5	11	11	6	5	10	13
500 - 599	10	13	18	19	12	13	19	21
400 - 499	23	25	24	24	24	25	24	25
300 - 399	38	39	33	29	36	40	32	27
200 - 299	21	17	11	12	20	15	11	8
Number	363	7467	668	1727	285	4809	486	1198
Mean	389	399	437	446	398	402	441	465
S.D.	117	110	126	131	121	110	128	130
Females								
700 - 800	1	1	2	3	1	1	1	3
600 - 699	3	2	4	7	3	2	4	9
500 - 599	5	8	13	17	5	8	13	19
400 - 499	21	19	24	24	24	21	26	26
300 - 399	42	45	40	33	41	44	40	31
200 - 299	28	25	17	16	26	24	16	12
Number	402	2782	474	1357	306	1943	384	956
Mean	362	364	399	419	365	366	398	431
S.D.	100	98	109	124	99	97	105	122
Total								
700 - 800	2	1	2	4	2	1	3	4
600 - 699	4	4	8	9	4	4	8	11
500 - 599	7	12	16	18	8	12	16	20
400 - 499	22	23	24	24	24	24	25	26
300 - 399	40	41	36	31	39	41	35	29
200 - 299	25	19	14	14	23	18	13	10
Number	765	10,249	1142	3084	591	6752	870	2154
Mean	375	389	421	434	381	391	422	450
S.D.	109	108	121	128	112	108	120	127

Table 5. Latest Self-Reported Grade – Total Group*

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
A (4.0)	33	33	33	32	26	26	27	27
B (3.0)	47	48	48	48	39	39	39	39
C (2.0)	17	18	17	18	28	28	27	27
D (1.0)	2	2	2	2	1	1	0	1
E (0.0)	0	0	0	0	6	6	6	6
No Graded Courses	0	0	0	0	0	0	0	0
Number	925,250	925,650	917,289	884,270	924,663	925,197	917,314	883,655
Mean	3.13	3.12	3.11	3.11	2.84	2.84	2.85	2.86
Percent Honors Courses	14	15	16	18	14	14	15	16
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCE			
A (4.0)	35	35	36	36	33	33	33	33
B (3.0)	36	37	36	37	42	42	42	43
C (2.0)	22	22	21	21	21	21	21	21D
D (1.0)	5	6	5	5	3	3	3	3
E (0.0)	1	1	1	1	0	0	0	0
No Graded Courses	1	1	0	0	0	0	0	0
Number	810,833	810,541	807,704	779,766	883,634	885,386	879,382	848,285
Mean	3.01	3.01	3.02	3.03	3.05	3.04	3.04	3.04
Percent Honors Courses	7	7	7	8	9	9	10	11
TOTAL	PHYSICAL SCIENCE				SOCIAL STUDIES			
A (4.0)	28	28	28	28	41	40	40	40
B (3.0)	42	42	42	43	42	42	42	43
C (2.0)	24	25	25	25	15	15	16	16
D (1.0)	4	4	4	4	2	2	2	2
E (0.0)	1	1	1	0	0	0	0	0
No Graded Courses	0	0	0	0	0	0	0	0
Number	831,206	835,319	833,948	806,618	920,420	921,003	914,003	880,277
Mean	2.94	2.94	2.94	2.94	3.22	3.20	3.20	3.19
Percent Honors Courses	9	10	10	12	9	9	10	12

*From College-Bound Seniors, pages 17-22.

Table 5 (cont'd). Special Test Administration Data: Latest Self-Reported Grade – Students With a Hearing Impairment

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
A (4.0)	20	15	11	19	21	20	23	19
B (3.0)	57	54	57	52	45	38	43	41
C (2.0)	21	28	28	26	23	31	29	31
D (1.0)	2	3	3	3	10	10	5	8
No Graded Courses	0	0	1	0	1	1	0	1
Number	96	93	150	250	96	92	150	252
Mean	2.95	2.81	2.76	2.86	2.74	2.65	2.84	2.69
Percent Honors Courses	2	8	3	4	2	7	5	3
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCE			
A (4.0)	35	38	30	21	25	18	9	15
B (3.0)	38	30	37	37	45	40	48	43
C (2.0)	19	23	24	28	21	36	38	35D
(1.0)	5	6	8	9	8	5	5	7
No Graded Courses	3	2	1	5	1	1	0	0
Number	37	47	74	94	87	82	139	221
Mean	2.97	2.96	2.85	2.61	2.85	2.70	2.60	2.65
Percent Honors Courses	16	11	8	5	2	6	4	3
TOTAL	PHYSICAL SCIENCE				SOCIAL STUDIES			
A (4.0)	20	17	17	24	28	23	18	22
B (3.0)	40	41	41	42	50	37	49	54
C (2.0)	33	33	32	28	18	36	27	19
D (1.0)	6	9	9	5	4	4	4	5
No Graded Courses	1	0	1	1	0	0	1	0
Number	73	81	135	188	94	90	149	249
Mean	2.73	2.67	2.64	2.81	3.01	2.79	2.79	2.92
Percent Honors Courses	1	4	2	2	0	7	3	1

Table 5 (cont'd). Special Test Administration Data: Latest Self-Reported Grade – Students With a Learning Disability

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
A (4.0)	8	9	8	9	8	11	10	12
B (3.0)	43	44	44	44	37	36	36	36
C (2.0)	43	41	41	41	40	40	42	40
D (1.0)	5	6	7	6	13	12	11	11
No Graded Courses	1	0	0	0	2	1	1	1
Number	1028	1549	1909	2282	1019	1537	1892	2250
Mean	2.52	2.54	2.53	2.55	2.36	2.42	2.43	2.46
Percent Honors Courses	3	3	3	3	3	3	2	3
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCE			
A (4.0)	8	8	9	7	10	12	9	11
B (3.0)	28	30	28	30	39	39	38	40
C (2.0)	41	41	41	41	41	39	42	40
D (1.0)	18	17	17	17	9	9	10	8
No Graded Courses	5	4	5	5	1	1	1	1
Number	568	956	1101	1321	920	1390	1744	2048
Mean	2.16	2.20	2.20	2.19	2.48	2.52	2.45	2.52
Percent Honors Courses	3	3	2	4	2	3	2	3
TOTAL	PHYSICAL SCIENCE				SOCIAL STUDIES			
A (4.0)	10	12	12	11	13	13	15	15
B (3.0)	36	38	36	40	46	46	44	44
C (2.0)	44	41	42	38	34	34	35	35
D (1.0)	9	8	9	10	6	6	6	6
No Graded Courses	1	1	1	1	1	1	0	0
Number	854	1275	1577	1829	1012	1526	1878	2231
Mean	2.45	2.51	2.49	2.51	2.65	2.65	2.67	2.67
Percent Honors Courses	3	3	2	3	2	2	3	2

Table 5 (cont'd). Special Test Administration Data: Latest Self-Reported Grade – Students With a Physical Handicap

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
A (4.0)	25	26	26	27	23	21	24	23
B (3.0)	53	52	50	47	34	37	34	37
C (2.0)	20	20	22	24	29	28	32	32
D (1.0)	2	2	2	2	12	12	9	7
No Graded Courses	0	0	0	0	2	2	1	1
Number	228	231	208	251	229	232	206	251
Mean	2.99	3.02	3.00	2.98	2.66	2.63	2.72	2.75
Percent Honors Courses	6	9	12	13	7	7	5	6
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCE			
A (4.0)	27	27	23	27	21	24	24	23
B (3.0)	41	36	47	41	43	43	45	42
C (2.0)	25	29	23	27	29	27	24	31
D (1.0)	5	7	5	4	6	5	6	4
No Graded Courses	2	1	2	1	1	1	1	0
Number	165	180	150	196	209	212	190	229
Mean	2.87	2.83	2.83	2.88	2.78	2.86	2.85	2.82
Percent Honors Courses	9	8	7	7	6	5	5	6
TOTAL	PHYSICAL SCIENCE				SOCIAL STUDIES			
A (4.0)	22	22	21	25	33	33	31	29
B (3.0)	44	38	47	37	45	44	43	47
C (2.0)	27	32	25	31	18	20	23	21
D (1.0)	6	7	6	7	4	3	3	3
No Graded Courses	1	1	1	0	0	0	0	0
Number	179	190	169	209	222	226	207	249
Mean	2.80	2.74	2.80	2.79	3.06	3.08	3.01	3.04
Percent Honors Courses	6	7	6	5	5	8	10	9

Table 5 (cont'd). Special Test Administration Data: Latest Self-Reported Grade – Students With a Visual Impairment

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
A (4.0)	23	25	22	23	22	25	21	22
B (3.0)	47	45	49	45	34	38	40	37
C (2.0)	26	27	26	29	33	27	30	30
D (1.0)	3	2	3	3	9	9	8	10
No Graded Courses	1	1	0	0	2	1	1	1
Number	512	556	544	562	513	554	538	560
Mean	2.89	2.91	2.89	2.88	2.65	2.75	2.73	2.71
Percent Honors Courses	10	10	9	12	8	8	9	12
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCE			
A (4.0)	28	29	26	28	25	27	25	22
B (3.0)	32	34	37	41	38	41	42	45
C (2.0)	30	29	27	23	29	26	26	28
D (1.0)	8	7	9	7	7	5	6	5
No Graded Courses	2	1	1	1	1	1	1	0
Number	414	439	440	446	462	504	500	520
Mean	2.75	2.83	2.77	2.88	2.79	2.89	2.86	2.84
Percent Honors Courses	8	8	6	8	8	6	7	9
TOTAL	PHYSICAL SCIENCE				SOCIAL STUDIES			
A (4.0)	24	22	23	24	26	32	32	30
B (3.0)	36	43	39	39	49	43	44	44
C (2.0)	32	27	33	31	20	22	21	21
D (1.0)	7	7	4	5	4	3	3	4
No Graded Courses	1	1	1	1	1	0	0	1
Number	415	458	459	471	505	542	539	551
Mean	2.76	2.79	2.79	2.79	2.98	3.03	3.04	3.00
Percent Honors Courses	8	7	7	10	7	8	7	9

Table 6. Number of Years of Study of Subject – Total Group*

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
No Courses	0	0	0	0	0	0	0	0
One Year	1	1	1	1	2	2	2	2
Two Years	2	1	1	2	13	12	11	10
Three Years	7	6	5	5	29	27	26	25
Four Years	80	82	82	82	47	49	50	52
Five or More Years	10	10	10	10	10	10	11	12
Number	929,651	929,958	921,888	889,682	928,989	929,203	921,143	889,012
Mean	3.96	3.98	3.98	3.99	3.47	3.52	3.57	3.62
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCES			
No Courses	14	14	13	13	5	5	5	5
One Year	14	14	13	13	61	61	61	61
Two Years	36	36	35	35	26	27	27	27
Three Years	20	20	21	21	5	5	5	5
Four Years	13	13	14	14	2	2	2	2
Five or More Years	4	4	4	4	1	1	1	1
Number	922,456	922,919	915,384	884,006	925,034	925,317	917,304	885,711
Mean	2.17	2.18	2.21	2.23	1.40	1.40	1.40	1.40
TOTAL	PHYSICAL SCIENCES				SOCIAL STUDIES			
No Courses	9	9	8	8	1	1	1	0
One Year	32	32	32	31	2	2	2	2
Two Years	35	35	35	36	18	17	17	17
Three Years	18	19	19	20	40	40	41	41
Four Years	4	4	4	4	33	34	34	34
Five or More Years	1	1	1	1	6	6	6	6
Number	922,104	922,716	914,972	883,789	923,813	924,380	916,492	884,116
Mean	1.77	1.79	1.82	1.85	3.20	3.22	3.23	3.23

*From College-Bound Seniors, pages 23-28.

Table 6 (cont'd). Special Test Administration Data: Number of Years of Study of Subject -- Students With a Hearing Impairment

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
No Courses	0	0	0	0	0	0	0	0
One Year	0	1	1	2	3	2	1	2
Two Years	1	0	4	1	8	10	14	13
Three Years	3	8	3	4	26	23	17	23
Four Years	84	79	85	86	54	50	59	54
Five or More Years	12	12	7	7	8	15	8	8
Number	97	104	149	252	96	103	150	253
Mean	4.07	4.02	3.95	3.96	3.56	3.66	3.59	3.51
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCES			
No Courses	60	54	55	63	1	9	7	9
One Year	10	11	14	10	63	59	57	67
Two Years	17	14	12	16	26	25	29	19
Three Years	10	10	12	6	5	7	7	4
Four Years	2	10	6	5	4	0	0	1
Five or More Years	1	1	1	0	4	0	0	0
Number	92	102	147	238	95	100	148	248
Mean	0.88	1.14	1.05	0.79	1.51	1.30	1.36	1.23
TOTAL	PHYSICAL SCIENCES				SOCIAL STUDIES			
No Courses	16	9	10	15	2	2	1	0
One Year	36	40	38	39	0	1	2	5
Two Years	24	27	23	31	18	29	18	15
Three Years	17	19	23	12	36	28	28	36
Four Years	7	4	5	2	38	34	48	40
Five or More Years	0	1	1	1	6	6	3	4
Number	93	101	148	245	95	102	149	253
Mean	1.65	1.72	1.76	1.51	3.26	3.09	3.28	3.22

Table 6 (cont'd). Special Test Administration Data: Number of Years of Study of Subject – Students With a Learning Disability

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
No Courses	0	0	0	0	0	0	0	1
One Year	2	1	1	1	3	3	3	3
Two Years	2	1	2	2	14	14	14	12
Three Years	6	7	7	7	29	30	27	28
Four Years	80	81	81	82	46	46	49	50
Five or More Years	10	9	9	8	8	7	7	6
Number	1067	1594	1936	2323	1067	1585	1931	2315
Mean	3.95	3.96	3.94	3.93	3.41	3.41	3.42	3.43
TOTAL	FOREIGN LANGUAGES				BIOLOGICAL SCIENCES			
No Courses	45	40	:42	42	7	8	8	7
One Year	15	16	17	15	58	56	58	58
Two Years	24	25	23	24	27	25	25	26
Three Years	10	12	12	12	5	8	6	6
Four Years	4	5	5	6	2	2	2	2
Five or More Years	2	2	1	1	1	1	1	1
Number	1034	1552	1886	2275	1051	1569	1907	2300
Mean	1.20	1.32	1.26	1.28	1.40	1.41	1.39	1.39
TOTAL	PHYSICAL SCIENCES				SOCIAL STUDIES			
No Courses	13	14	12	13	1	1	1	1
One Year	43	42	43	40	4	3	3	3
Two Years	27	28	29	31	20	20	18	17
Three Years	13	12	12	12	37	37	37	37
Four Years	3	3	3	3	32	32	34	36
Five or More Years	1	1	1	1	6	6	7	6
Number	1051	1563	1901	2278	1058	1574	1913	2304
Mean	1.52	1.53	1.53	1.53	3.11	3.16	3.23	3.22

Table 6 (cont'd). Special Test Administration Data: Number of Years of Study of Subject – Students With a Physical Handicap

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
No Courses	0	0	7	0	0	0	0	0
One Year	1	1	1	3	3	3	3	5
Two Years	0	2	3	3	19	11	12	9
Three Years	9	7	6	6	30	30	29	31
Four Years	79	80	82	79	39	47	46	47
Five or More Years	11	10	1	9	9	8	9	8
Number	236	233	212	257	236	231	212	256
Mean	3.97	3.98	3.91	3.87	3.33	3.46	3.47	3.41
TOTAL	FOREIGN LANGUAGES				BIOLOGICAL SCIENCES			
No Courses	26	19	27	23	4	6	7	8
One Year	15	14	9	15	63	70	64	62
Two Years	26	32	35	28	25	19	22	22
Three Years	22	21	13	17	6	4	4	4
Four Years	9	11	13	13	1	1	2	3
Five or More Years	2	3	2	4	0	0	1	1
Number	231	225	210	252	233	228	209	254
Mean	1.80	2.01	1.83	1.96	1.37	1.25	1.35	1.35
TOTAL	PHYSICAL SCIENCES				SOCIAL STUDIES			
No Courses	18	9	17	9	0	0	1	0
One Year	39	42	37	40	4	4	2	3
Two Years	29	33	26	35	17	16	12	11
Three Years	14	13	17	12	36	37	40	35
Four Years	0	3	3	4	35	36	37	43
Five or More Years	0	0	0	0	8	7	8	7
Number	228	225	208	251	234	227	209	254
Mean	1.41	1.59	1.52	1.62	3.26	3.27	3.33	3.39

Table 6 (cont'd). Special Test Administration Data: Number of Years of Study of Subject – Students With a Visual Impairment

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
No Courses	0	0	1	1	0	0	0	0
One Year	1	0	1	1	4	3	2	1
Two Years	0	1	1	1	15	17	14	12
Three Years	7	7	4	4	30	30	31	26
Four Years	81	83	83	84	44	41	45	52
Five or More Years	11	9	10	9	7	9	8	9
Number	522	560	547	571	524	560	544	572
Mean	3.99	3.99	3.99	3.97	3.36	3.36	3.42	3.54
TOTAL	FOREIGN LANGUAGES				BIOLOGICAL SCIENCES			
No Courses	20	19	19	20	7	6	6	5
One Year	11	13	14	11	65	70	61	64
Two Years	33	31	31	32	24	19	26	25
Three Years	17	18	17	18	3	4	5	5
Four Years	13	13	15	15	1	1	1	1
Five or More Years	6	6	4	4	0	0	1	0
Number	516	549	541	568	515	552	540	565
Mean	2.09	2.11	2.08	2.08	1.28	1.26	1.36	1.34
TOTAL	PHYSICAL SCIENCES				SOCIAL STUDIES			
No Courses	14	11	12	11	1	0	1	1
One Year	42	41	42	40	1	2	2	1
Two Years	26	29	26	30	18	15	13	17
Three Years	14	15	15	16	43	43	39	37
Four Years	3	4	3	2	30	34	38	37
Five or More Years	0	0	2	1	7	6	7	7
Number	515	557	541	565	517	553	544	566
Mean	1.50	1.60	1.60	1.60	3.22	3.28	3.32	3.30

Table 7. Self-Reported Class Rank*

	TOTAL GROUP			
Year	'80	'81	'82	'83
	%	%	%	%
Top Tenth	22	21	22	22
Second Tenth	22	22	22	22
Second Fifth	27	27	27	26
Third Fifth	26	26	26	26
Fourth Fifth	3	3	3	3
Lowest Fifth	1	1	1	1
Number Responding	888,835	889,347	881,333	851,370
Median Percentile Rank	75.3	74.9	74.9	75.0

*From College-Bound Seniors, page 29.

Table 7 (cont'd). Special Test Administration Data: Self-Reported Class Rank by Four Disability Groups

	'80	'81	'82	'83
	%	%	%	%
Students with a:				
Hearing Impairment				
Top Tenth	20	16	12	12
Second Tenth	12	18	10	18
Second Fifth	37	23	22	22
Third Fifth	24	33	45	37
Fourth Fifth	7	9	8	10
Lowest Fifth	0	1	3	1
Number Responding	82	86	125	199
Learning Disability				
Top Tenth	4	4	4	5
Second Tenth	8	9	8	8
Second Fifth	20	21	20	20
Third Fifth	50	48	49	47
Fourth Fifth	14	14	15	15
Lowest Fifth	4	4	4	5
Number Responding	835	1297	1516	1875
Physical Handicap				
Top Tenth	16	16	17	19
Second Tenth	15	18	16	15
Second Fifth	31	21	25	26
Third Fifth	31	35	31	33
Fourth Fifth	5	7	10	5
Lowest Fifth	2	3	1	2
Number Responding	182	185	160	208
Visual Impairment				
Top Tenth	16	19	18	17
Second Tenth	18	17	18	17
Second Fifth	27	25	26	23
Third Fifth	31	33	28	36
Fourth Fifth	6	4	7	6
Lowest Fifth	2	2	3	1
Number Responding	448	489	434	462

Table 7 (cont'd). Self-Reported Class Rank, Verbal and Mathematical Mean*

Year	'80		'81		'82		'83	
	V	M	V	M	V	M	V	M
Top Tenth	510	568	511	567	511	568	508	570
Second Tenth	446	494	447	496	449	497	447	498
Second Fifth	411	451	412	453	415	454	414	455
Third Fifth	370	401	371	402	374	404	374	403
Fourth Fifth	346	373	348	374	349	375	351	375
Lowest Fifth	339	366	339	368	343	368	343	369
Number Responding	849,622	849,526	849,756	849,567	844,607	844,409	816,692	816,459

*From College-Bound Seniors, page 31.

Table 7 (cont'd). Special Test Administration Data: Self-Reported Class Rank by Four Disability Groups

	'80		'81		'82		'83	
	V	M	V	M	V	M	V	M
Students with a:								
Hearing Impairment								
Top Tenth	325	400	354	471	319	450	316	434
Second Tenth	300	433	321	431	330	439	265	360
Second Fifth	302	433	335	430	309	426	292	393
Third Fifth	284	355	307	368	289	365	291	361
Fourth Fifth	271	330	293	402	274	310	265	328
Lowest Fifth	-	-	270	320	262	310	200	345
Number Responding	78	82	85	86	123	124	196	199
Learning Disability								
Top Tenth	388	415	433	500	412	431	397	452
Second Tenth	376	426	404	458	373	436	385	433
Second Fifth	370	409	403	451	364	408	366	424
Third Fifth	340	377	353	395	334	379	340	376
Fourth Fifth	316	358	337	371	319	354	319	360
Lowest Fifth	279	322	330	358	306	339	294	322
Number Responding	813	832	1295	1286	1448	1512	1814	1872
Physical Handicap								
Top Tenth	436	469	539	531	471	485	470	501
Second Tenth	429	480	471	495	450	446	408	430
Second Fifth	393	428	422	433	391	398	408	437
Third Fifth	354	378	389	391	362	364	387	399
Fourth Fifth	327	316	346	360	325	355	324	370
Lowest Fifth	233	296	361	341	210	300	260	318
Number Responding	179	182	185	185	156	159	199	208
Visual Impairment								
Top Tenth	499	557	543	589	526	551	500	548
Second Tenth	440	476	453	491	429	459	449	492
Second Fifth	401	440	428	450	398	451	412	459
Third Fifth	363	396	389	407	393	421	362	406
Fourth Fifth	340	375	354	379	316	344	340	354
Lowest Fifth	331	354	358	384	357	363	266	328
Number Responding	432	448	489	484	415	433	444	462

Table 8. Estimated High School Grade-Point Average*

Year	'80	'81	'82	'83
	%	%	%	%
High School Grade-Point Average				
Male				
3.50 - 4.00	25	24	24	24
3.00 - 3.59	29	29	29	29
2.50 - 2.99	25	26	25	26
2.00 - 2.49	16	16	16	16
1.50 - 1.99	5	5	5	5
Under 1.50	0	0		
Number	435,801	435,995	432,811	417,488
Mean	3.00	3.00	3.00	3.00
S. D.	.62	.62	.62	.62
Female				
3.50 - 4.00	31	30	30	30
3.00 - 3.49	31	31	31	31
2.50 - 2.99	23	24	24	24
2.00 - 2.49	12	12	12	12
1.50 - 1.99	3	3	3	3
Under 1.50	0	0	0	0
Number	488,650	489,356	484,530	466,790
Mean	3.12	3.11	3.11	3.11
S. D.	.58	.59	.59	.59
Total				
3.50 - 4.00	28	27	27	27
3.00 - 3.49	31	30	30	30
2.50 - 2.99	24	25	25	25
2.00 - 2.49	14	14	14	14
1.50 - 1.99	4	4	4	4
Under 1.50	0	0		
Number	924,451	925,351	917,341	884,278
Mean	3.06	3.06	3.06	3.06
S. D.	.60	.60	.60	.60

*From College-Bound Seniors, page 30.

Table 8 (cont'd). Special Test Administration Data: Estimated High School Grade-Point Average – Students With Hearing Impairments and Learning Disabilities

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
	HEARING				LEARNING			
Male								
3.50 - 4.00	19	16	21	14	5	5	4	4
3.00 - 3.49	27	24	23	33	16	18	16	20
2.50 - 2.99	27	27	29	28	27	29	29	30
2.00 - 2.49	22	22	23	17	36	33	37	32
1.50 - 1.99	5	11	4	7	12	12	11	12
Under 1.50	0	0	0	1	3	4	3	2
Number	41	37	70	111	687	1052	1224	1462
Mean	2.87	2.73	2.87	2.83	2.49	2.50	2.49	2.52
S. D.	.58	.64	.57	.60	.57	.57	.54	.56
Female								
3.50 - 4.00	19	22	11	11	4	6	5	5
3.00 - 3.49	38	24	23	30	19	22	20	20
2.50 - 2.99	19	20	34	33	33	30	33	31
2.00 - 2.49	19	25	25	21	33	31	31	32
1.50 - 1.99	2	5	5	3	9	8	8	10
Under 1.50	2	4	2	2	2	3	2	2
Number	47	55	61	115	257	430	504	630
Mean	2.95	2.81	2.73	2.82	2.58	2.60	2.58	2.56
S. D.	.58	.67	.54	.56	.55	.57	.52	.54
Total								
3.50 - 4.00	19	20	17	12	5	5	4	4
3.00 - 3.49	33	24	23	31	17	19	17	20
2.50 - 2.99	23	23	31	31	29	29	30	30
2.00 - 2.49	21	24	24	19	35	33	35	32
1.50 - 1.99	3	8	4	5	11	11	11	12
Under 1.50	1	2	1	1	3	3	3	2
Number	88	92	131	226	944	1482	1728	2092
Mean	2.91	2.78	2.80	2.83	2.51	2.53	2.52	2.53
S. D.	.58	.66	.56	.58	.57	.57	.54	.56

Table 8 (cont'd). Special Test Administration Data: Estimated High School Grade-Point Average – Students With Physical Handicap and Visual Impairments

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
	PHYSICAL				VISUAL			
Males								
3.50 - 4.00	15	15	15	17	16	19	19	15
3.00 - 3.49	31	30	35	25	25	26	23	22
2.50 - 2.99	32	24	26	31	29	24	28	30
2.00 - 2.49	18	22	19	20	21	24	22	27
1.50 - 1.99	3	6	5	7	5	5	7	5
Under 1.50	1	2	0	0	4	2	1	2
Number	107	126	97	117	288	306	252	280
Mean	2.90	2.82	2.90	2.87	2.79	2.84	2.83	2.75
S.D.	.56	.66	.59	.59	.67	.67	.63	.64
Females								
3.50 - 4.00	20	18	21	20	19	23	22	22
3.00 - 3.49	30	30	24	27	27	26	26	32
2.50 - 2.99	20	31	35	33	27	24	29	25
2.00 - 2.49	25	17	13	17	20	21	17	15
1.50 - 1.99	2	2	5	2	5	4	5	5
Under 1.50	2	1	2	1	1	1	1	1
Number	84	87	85	106	202	225	242	240
Mean	2.85	2.92	2.90	2.94	2.90	2.94	2.94	2.97
S.D.	.62	.60	.62	.56	.64	.62	.50	.61
Total								
3.50 - 4.00	17	16	18	18	17	21	20	18
3.00 - 3.49	30	30	30	26	26	26	24	26
2.50 - 2.99	27	27	30	32	28	24	29	28
2.00 - 2.49	21	20	16	18	21	23	20	21
Under 1.50	2	2	1	0	3	2	1	2
Number	191	213	182	223	490	531	494	520
Mean	2.88	2.86	2.90	2.91	2.84	2.88	2.88	2.85
S.D.	.58	.64	.61	.58	.66	.65	.62	.63

Table 9. Ethnic Background*

Year	'80	'81	'82	'83
	%	%	%	%
American Indian	0.5	0.6	0.5	0.5
Black	9.1	9.0	8.9	8.8
Mexican-American	1.7	1.7	1.8	1.9
Oriental	3.2	3.4	3.8	4.2
Puerto Rican	1.1	1.1	1.2	1.2
White	82.1	81.9	81.7	81.1
Other	2.3	2.2	2.2	2.2
Number Responding	911,397	912,683	902,830	875,475
% Minority Students	17.9	18.1	18.3	18.9

*From College-Bound Seniors, page 34.

Table 9 (cont'd). Special Test Administration Data: Ethnic Background by Four Disability Groups

Year	'80	'81	'82	'83
	%	%	%	%
Students with a:				
Hearing Impairment				
American Indian	0.0	1.0	0.7	0.0
Black	6.6	5.0	2.9	5.3
Mexican-American	0.0	0.0	0.7	1.3
Oriental	0.0	0.0	2.9	2.6
Puerto Rican	0.0	1.0	0.0	0.9
White	90.1	92.1	89.9	89.0
Other	3.3	1.0	2.9	0.9
Number Responding	91	101	138	228
% Minority Students	9.9	7.9	10.1	11.0
Learning Disability				
American Indian	1.2	1.0	0.8	0.4
Black	2.8	4.0	4.1	4.3
Mexican-American	0.2	0.4	0.2	0.5
Oriental	0.3	0.5	0.8	0.6
Puerto Rican	0.3	0.3	0.9	0.7
White	93.0	91.5	91.4	91.9
Other	2.2	2.3	1.9	1.6
Number Responding	955	1457	1699	2079
% Minority Students	7.0	8.5	8.6	8.1
Physical Handicap				
American Indian	0.5	0.5	1.1	0.0
Black	10.9	4.6	4.9	4.4
Mexican-American	1.0	0.9	1.1	0.0
Oriental	2.0	1.9	1.1	0.9
Puerto Rican	1.0	1.9	1.1	2.2
White	83.2	88.9	90.8	89.4
Other	1.5	1.4	0.0	3.1
Number Responding	202	216	184	226
% Minority Students	16.8	11.1	9.2	10.6
Visual Impairment				
American Indian	1.0	0.9	0.6	0.0
Black	7.5	5.7	7.8	7.4
Mexican-American	1.0	0.7	0.4	0.4
Oriental	0.8	0.7	1.6	1.7
Puerto Rican	1.6	1.6	1.9	1.9
White	85.4	87.7	86.0	87.2
Other	2.6	2.6	1.6	1.4
Number Responding	492	546	485	516
% Minority Students	14.6	12.3	14.0	12.8

Table 10. Median Parental Income by Ethnic Group*

Year	'80	'81	'82	'83
All Students	22,200	24,100	26,800	29,000
Black	11,600	12,100	14,000	15,000
White	23,900	26,000	28,900	31,200

Distribution of Income (All College-Bound Students)

Year	'80	'81	'82	'83
	%	%	%	%
Below $12,000	18.1	16.2	13.7	12.8
$12,000 - $23,999	37.1	33.3	29.2	26.0
$24,000 - $29,999	14.6	14.8	14.3	13.5
Above $30,000	30.1	35.6	42.6	47.7

*From College-Bound Seniors, Pages 35 and 36.

Table 10 (cont'd). Special Test Administration Data: Median Parental Income by Ethnic Group for Four Groups of Students

All Hearing-Impaired Students	20,500	24,644	29,250	29,885
Black	12,000	10,500	14,250	19,500
White	22,125	25,500	30,537	32,188
All Learning Disabled Students	31,106	34,207	39,143	42,195
Black	12,750	17,401	15,599	18,750
White	31,853	35,214	40,523	43,002
All Physically Handicapped Students	19,500	24,322	25,311	28,962
Black	10,500	19,500	11,750	8,250
White	21,600	24,808	27,135	30,960
All Visually Impaired Students	22,597	26,207	26,650	31,010
Black	12,500	14,100	12,300	18,500
White	23,897	27,790	27,615	31,906
Distribution of Income - All Students with Disabilities				
Hearing-Impaired				
Below $12,000	25.3%	16.9%	15.3%	14.0%
$12,000-$23,999	32.4%	31.2%	25.2%	23.5%
$24,000-$29,999	11.3%	15.6%	10.8%	12.8%
Above $30,000	31.0%	36.3%	48.7%	49.7%
Learning Disabled				
Below $12,000	11.1%	7.5%	6.7%	7.1%
$12,000-$23,999	24.8%	22.5%	19.0%	15.8%
$24,000-$29,999	12.0%	11.6%	8.4%	7.4%
Above $30,000	52.1%	58.4%	65.9%	69.7%
Physically Handicapped				
Below $12,000	20.9%	15.2%	14.7%	14.5%
$12,000-$23,999	43.8%	33.9%	33.1%	25.1%
$24,000-$29,999	5.9%	12.3%	12.7%	12.9%
Above $30,000	29.4%	38.6%	39.5%	47.5%
Visually Impaired				
Below $12,000	17.4%	16.5%	16.6%	11.0%
$12,000-$23,999	36.5%	30.6%	26.4%	24.2%
$24,000-$29,999	11.5%	9.3%	14.5%	12.5%
Above $30,000	34.6%	43.6%	42.5%	52.3%

Table 11. Annual Parental Income by SAT Average*

	Mean Income			
Year	'80	'81	'82	'83
SAT Average				
350 - 399	$26,300	$27,700	$30,500	$33,000
400 - 449	28,400	30,300	33,300	35,900
450 - 499	30,200	32,400	35,600	38,300
500 - 549	31,700	34,400	37,700	40,800
550 - 599	33,200	36,300	40,000	43,600
600 - 649	34,800	38,400	42,400	45,700

Table 11 (cont'd). Special Test Administration Data: 1980–83 Mean Parental Income by SAT Average**

	Students With A:							
	Hearing Impairment		Learning Disability		Physical Handicap		Visual Disability	
SAT Average	(N)	X Income	(N)	X Income	(N)	X Income	(N)	X Income
350 - 399	(75)	$37,700	(1026)	$50,200	(113)	$31,600	(277)	$32,900
400 - 449	(59)	49,100	(741)	51,500	(135)	33,000	(262)	33,100
450 - 499	(16)	33,100	(485)	52,600	(81)	37,900	(234)	36,400
500 - 549	(15)	60,600	(222)	59,800	(63)	34,900	(192)	37,100
550 - 599	(5)	35,900	(116)	55,700	(40)	37,100	(113)	36,700
600 - 649	(4)	56,500	(36)	46,800	(22)	37,400	(67)	45,200

*From College-Bound Seniors, page 37.

** These data are means across the 4 years of the study and are therefore not directly comparable to the data on college-bound seniors.

Table 12. Degree-Level Goals*

Year	'80	'81	'82	'83
	%	%	%	%
Two-Year Training Program	3	3	3	3
Associate of Arts Degree	3	2	2	2
BA or BS Degree	32	32	32	33
MA or MS Degree	25	25	26	26
MD, PhD., Other Professional Degree	18	17	18	18
Undecided	20	20	19	18
Number Responding	923,507	923,608	915,441	883,976
Two-Year Program or Degree	6	6	5	5
Graduate Study	42	43	43	44

*From College-Bound Seniors, page 38.

Table 12 (cont'd). Special Test Administration Data: Degree-Level Goals – Students With Hearing Impairments and Learning Disabilities

Year	HEARING IMPAIRMENT				LEARNING DISABILITY			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Two-Year Training Program	7	3	3	7	4	4	5	4
Associate of Arts Degree	6	1	5	5	5	4	4	5
BA or BS Degree	33	35	46	44	43	44	42	43
MA or MS Degree	21	30	24	16	18	19	18	20
MD, PhD, Other Professional Degree	4	9	10	8	8	7	8	7
Undecided	29	22	12	20	22	22	23	21
Number Responding	88	100	134	223	970	1491	1744	2120
Two-Year Program or Degree	13	4	8	12	9	8	9	9
Graduate Study	25	39	34	24	26	26	26	27

Table 12 (cont'd). Special Test Administration Data: Degree-Level Goals – Students With Physical Handicaps and Visual Impairments

Year	PHYSICAL HANDICAP				VISUAL IMPAIRMENT			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Two-Year Training Program	4	2	6	3	3	3	4	3
Associate of Arts Degree	6	3	3	4	3	3	3	2
BA or BS Degree	35	35	32	33	39	34	37	41
MA or MS Degree	21	25	20	24	24	27	24	25
MD, PhD, Other Professional Degree	11	15	16	16	16	17	16	15
Undecided	23	20	23	20	15	16	16	14
Number Responding	202	214	184	230	499	542	497	525
Two-Year Program or Degree	10	5	9	7	6	6	7	5
Graduate Study	32	40	36	40	40	44	40	40

Table 13. Plans to Ask College for Special Assistance by Areas of Need*

Year	'80	'81	'82	'83
	%	%	%	%
Education Counseling	34.3	33.1	33.6	33.6
Voc./Career Counseling	26.2	25.7	26.1	26.1
Mathematical Skills	16.5	16.5	17.1	17.6
Reading Skills	11.7	11.0	10.7	10.4
Writing Skills	13.8	13.6	14.0	14.3
Study Skills	22.6	22.4	22.9	23.1
Part-time Work	38.9	39.3	40.3	41.5
Personal Counseling	3.7	3.4	3.5	3.5
Percent Seeking Assistance	80.4	80.4	81.3	82.0

*From College-Bound Seniors, page 39.

Table 13 (cont'd). Special Test Administration Data: Plans to Ask College for Special Assistance by Areas of Need – Students With Hearing Impairments and Learning Disabilities

Year	HEARING IMPAIRMENT '80	'81	'82	'83	LEARNING DISABILITY '80	'81	'82	'83
	%	%	%	%	%	%	%	%
Educational Counseling	44.8	36.1	36.1	41.1	29.8	29.0	29.9	28.5
Voc./Career Counseling	34.4	32.4	37.4	35.7	25.9	24.1	24.4	23.8
Mathematical Skills	27.1	21.3	28.6	27.0	27.8	26.9	27.4	25.8
Reading Skills	32.3	29.6	33.3	32.8	40.2	37.5	39.2	37.9
Writing Skills	34.4	33.3	36.1	36.1	38.0	33.9	35.8	34.7
Study Skills	25.0	24.1	26.5	27.8	37.0	37.2	38.3	36.6
Part-Time Work	29.2	27.8	30.6	31.5	25.2	23.0	22.4	23.1
Personal Counseling	8.3	13.0	10.9	10.8	5.9	5.3	5.3	5.2
Percent Seeking Assistance	83.3	80.6	84.4	89.2	81.8	81.4	82.0	80.8
Number Responding	96	108	147	241	1028	1615	1871	2265

Table 13 (cont'd). Special Test Administration Data: Plans to Ask College for Special Assistance by Areas of Need – Students With Physical Handicaps and Visual Impairments

Year	PHYSICAL HANDICAP				VISUAL IMPAIRMENT			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Educational Counseling	52.1	44.1	44.7	44.0	43.9	49.1	43.7	41.2
Voc./Career Counseling	44.6	43.2	43.1	33.6	38.7	38.4	35.4	34.8
Mathematical Skills	29.1	25.9	24.9	22.0	26.2	24.6	22.4	25.3
Reading Skills	25.4	18.2	22.3	17.4	22.2	20.4	23.2	25.7
Writing Skills	26.8	23.2	26.9	22.4	23.4	24.6	24.7	22.2
Study Skills	30.0	28.2	24.9	25.7	27.8	28.9	26.1	28.1
Part-Time Work	33.3	32.3	28.4	23.2	35.4	36.1	37.7	38.3
Personal Counseling	15.5	14.1	11.2	10.4	9.8	12.5	8.8	8.2
Percent Seeking Assistance	86.4	86.4	86.3	78.0	81.6	82.1	83.1	80.9
Number Responding	213	220	197	241	522	570	522	549

Table 14. Intended Field of Study, First Choice, for Males*

Year	'80	'81	'82	'83
	%	%	%	%
Agriculture	2.1	2.0	1.9	1.7
Arch./Envir. Design	3.3	3.2	3.0	2.7
Art	2.3	2.3	2.2	2.1
Biological Sciences	3.6	3.4	3.3	3.1
Business & Commerce	18.5	17.6	17.5	17.0
Communications	3.4	3.5	3.4	3.3
Computer Science/Sys. Analysis	4.9	6.5	8.8	11.8
Education	2.8	2.6	2.2	2.0
Engineering	20.4	21.5	22.5	22.2
English/Literature	0.9	0.9	0.9	0.9
Ethnic Studies	0.0	0.0	0.0	0.0
Foreign Languages	0.3	0.3	0.3	0.3
Forestry/Conservation	1.6	1.4	1.1	0.9
Geography	0.0	0.1	0.1	0.1
Health & Medical	9.2	9.0	8.5	8.6
History & Culture	0.8	0.7	0.7	0.7
Home Economics	0.1	0.1	0.1	0.1
Library Science	0.0	0.0	0.0	0.0
Mathematics	1.2	1.2	1.1	1.1
Military Science	1.4	1.4	1.4	1.4
Music	1.9	1.8	1.6	1.5
Philosophy & Religion	0.6	0.6	0.5	0.5
Physical Sciences	3.3	3.1	2.9	2.7
Psychology	1.5	1.4	1.3	1.4
Social Sciences	7.7	7.4	7.2	7.2
Theater Arts	0.9	0.8	0.7	0.6
Trade & Vocational	1.3	1.2	1.1	0.9
Other	1.2	1.2	1.1	1.0
Undecided	4.7	4.8	4.5	4.2

*From College-Bound Seniors, page 42.

Table 14 (cont'd). Special Test Administration Data Collapsed Over Four Years ('80–'83): Intended Field of Study, First Choice, Male Students With Disabilities

	Disabilities			
	HEARING %	LEARNING %	PHYSICAL %	VISUAL %
Agriculture	2.4	4.0	1.4	2.1
Arch./Envir. Design	6.5	3.3	0.9	0.9
Art	6.1	4.7	1.8	1.9
Biological Sciences	3.2	2.9	3.7	3.3
Business & Commerce	16.2	24.7	20.3	16.8
Communications	1.6	4.2	10.1	8.6
Computer Science/Sys. Analysis	14.6	5.3	17.1	12.7
Education	4.5	5.3	2.1	4.0
Engineering	11.7	12.4	6.7	11.5
English/Literature	1.2	0.5	0.9	1.3
Ethnic Studies	0.0	0.1	0.0	0.0
Foreign Languages	0.0	0.1	0.0	0.6
Forestry/Conservation	0.4	1.9	0.5	1.3
Geography	0.0	0.1	0.0	0.0
Health & Medical	3.2	3.2	5.5	4.7
History & Culture	1.2	1.3	1.2	0.9
Home Economics	0.4	0.2	0.0	0.1
Library Science	0.0	0.0	0.0	0.5
Mathematics	2.8	0.5	1.6	1.1
Military Science	0.0	1.3	0.2	0.2
Music	1.6	1.3	1.4	5.0
Philosophy & Religion	0.0	0.5	0.9	1.3
Physical Sciences	2.8	1.8	1.4	2.5
Psychology	1.2	1.6	3.2	3.2
Social Sciences	7.7	6.0	11.5	7.4
Theater Arts	1.2	1.3	0.0	0.6
Trade & Vocational	1.6	1.8	0.9	1.3
Other	2.0	2.0	1.2	1.2
Undecided	5.7	7.3	5.5	5.2
# Responding	247	4009	434	1039

Table 14 (cont'd). Intended Field of Study, First Choice, For Females*

Year	'80	'81	'82	'83
	%	%	%	%
Agriculture	1.1	1.0	0.9	0.8
Arch./Envir. Design	0.9	0.8	0.8	0.7
Art	5.8	5.4	5.0	4.6
Biological Sciences	3.3	3.2	3.1	3.1
Business & Commerce	18.8	19.4	19.8	19.8
Communications	3.8	4.0	3.9	4.0
Computer Science/Sys. Analysis	3.5	4.8	6.7	8.5
Education	9.0	8.6	7.4	6.7
Engineering	2.9	3.2	3.8	3.9
English/Literature	2.0	1.9	1.9	1.8
Ethnic Studies	0.0	0.0	0.0	0.0
Foreign Languages	1.4	1.4	1.3	1.3
Forestry/Conservation	0.6	0.4	0.3	0.2
Geography	0.0	0.0	0.0	0.0
Health & Medical	19.5	19.3	19.3	20.1
History & Culture	0.4	0.4	0.4	0.4
Home Economics	1.1	1.0	0.9	0.8
Library Science	0.1	0.1	0.0	0.0
Mathematics	1.0	1.0	1.0	1.0
Military Science	0.1	0.1	0.1	0.1
Music	1.8	1.7	1.5	1.4
Philosophy & Religion	0.3	0.3	0.3	0.2
Physical Sciences	1.1	1.0	1.0	1.0
Psychology	5.2	5.2	5.2	5.1
Social Sciences	7.8	7.4	7.3	7.1
Theater Arts	2.0	1.9	1.7	1.5
Trade & Vocational	0.9	0.9	0.8	0.7
Other	1.0	0.9	0.9	0.8
Undecided	4.5	4.8	4.5	4.3

*From College-Bound Seniors, page 43.

Table 14 (cont'd). Special Test Administration Data Collapsed Over Four Years ('80–'83): Intended Field of Study, First Choice, Female Students With Disabilities

	Disabilities			
	HEARING	LEARNING	PHYSICAL	VISUAL
	%	%	%	%
Agriculture	0.4	1.5	0.3	0.6
Arch./Envir. Design	0.4	0.8	0.3	0.4
Art	5.3	12.6	4.3	5.1
Biological Sciences	1.1	2.0	2.0	1.3
Business & Commerce	12.9	13.6	15.0	13.0
Communications	1.1	2.8	4.0	3.9
Computer Science/Sys. Analysis	16.7	3.1	7.2	5.6
Education	20.8	18.2	13.0	16.9
Engineering	0.4	1.4	1.7	1.0
English/Literature	1.5	1.3	3.8	2.6
Ethnic Studies	0.0	0.0	0.0	0.1
Foreign Languages	0.0	0.2	2.0	2.5
Forestry/Conservation	0.0	0.4	0.0	0.0
Geography	0.0	0.0	0.0	0.0
Health & Medical	18.6	13.8	13.9	11.7
History & Culture	1.1	0.6	0.9	0.6
Home Economics	1.1	1.7	2.6	1.7
Library Science	0.0	0.0	0.3	0.1
Mathematics	1.5	0.5	2.0	1.7
Military Science	0.0	0.0	0.0	0.0
Music	0.0	1.3	1.7	4.4
Philosophy & Religion	0.4	0.3	1.2	1.0
Physical Sciences	1.1	0.7	0.6	0.7
Psychology	3.0	5.2	8.4	8.9
Social Sciences	2.7	5.7	7.8	9.2
Theater Arts	2.7	3.4	0.9	1.1
Trade & Vocational	0.4	1.1	0.3	0.1
Other	0.0	1.7	0.9	0.7
Undecided	6.8	6.0	4.9	5.0
# Responding	264	1658	346	838

Table 14 (cont'd). Intended Field of Study, First Choice, Total*

Year	'80	'81	'82	'83
	%	%	%	%
Agriculture	1.6	1.5	1.3	1.2
Arch./Envir. Design	2.0	2.0	1.8	1.6
Art	4.1	3.9	3.7	3.4
Biological Sciences	3.4	3.3	3.2	3.1
Business & Commerce	18.6	18.5	18.7	18.5
Communications	3.6	3.7	3.6	3.7
Computer Science/Sys. Analysis	4.2	5.6	7.7	10.1
Education	6.1	5.7	5.0	4.5
Engineering	11.1	11.8	12.6	12.5
English/Literature	1.5	1.4	1.4	1.4
Ethnic Studies	0.0	0.0	0.0	0.0
Foreign Languages	0.9	0.9	0.8	0.8
Forestry/Conservation	1.0	0.9	0.7	0.5
Geography	0.0	0.0	0.0	0.0
Health & Medical	14.7	14.4	14.2	14.7
History & Culture	0.6	0.5	0.5	0.5
Home Economics	0.6	0.6	0.5	0.5
Library Science	0.0	0.0	0.0	0.0
Mathematics	1.1	1.1	1.1	1.1
Military Science	0.7	0.7	0.7	0.7
Music	1.8	1.7	1.6	1.4
Philosophy & Religion	0.4	0.4	0.4	0.4
Physical Sciences	2.1	2.0	1.9	1.8
Psychology	3.5	3.4	3.4	3.3
Social Sciences	7.8	7.4	7.2	7.2
Theater Arts	1.5	1.4	1.3	1.1
Trade & Vocational	1.1	1.1	0.9	0.8
Other	1.1	1.1	1.0	0.9
Undecided	4.6	4.8	4.5	4.2

*From College-Bound Seniors, page 44.

Table 14 (cont'd). Special Test Administration Data Collapsed Over Four Years ('80–'83): Intended Field of Study, First Choice, Students With Disabilities

	Disabilities			
	HEARING	LEARNING	PHYSICAL	VISUAL
	%	%	%	%
Agriculture	1.4	3.3	0.9	1.4
Arch./Envir. Design	3.3	2.6	0.6	0.6
Art	5.7	7.0	2.9	3.4
Biological Sciences	2.2	2.6	2.9	2.4
Business & Commerce	14.5	21.5	17.9	15.1
Communications	1.4	3.8	7.4	6.5
Computer Science/Sys. Analysis	15.7	4.7	12.7	9.5
Education	12.9	9.1	6.9	9.8
Engineering	5.9	9.2	4.5	6.8
English/Literature	1.4	0.8	2.2	1.9
Ethnic Studies	0.0	0.1	0.0	0.1
Foreign Languages	0.0	0.1	0.9	1.4
Forestry/Conservation	0.2	1.5	0.3	0.7
Geography	0.0	0.1	0.0	0.0
Health & Medical	11.2	6.3	9.2	7.8
History & Culture	1.2	1.1	1.0	0.7
Home Economics	0.8	0.7	1.2	0.8
Library Science	0.0	0.0	0.1	0.3
Mathematics	2.2	0.5	1.8	1.3
Military Science	0.0	0.9	0.1	0.1
Music	0.8	1.3	1.5	4.7
Philosophy & Religion	0.2	0.5	1.0	1.1
Physical Sciences	2.0	1.5	1.0	1.7
Psychology	2.2	2.7	5.5	5.8
Social Sciences	5.1	5.9	9.9	8.2
Theater Arts	2.0	2.0	0.4	0.8
Trade & Vocational	1.0	1.6	0.6	0.7
Other	1.0	2.0	1.0	1.0
Undecided	6.3	6.9	5.3	5.1
# Responding	511	5667	780	1877

Table 14 (cont'd). Intended Field of Study, First Choice, by SAT Mean Scores*

Year	'80		'81		'82		'83	
	V	M	V	M	V	M	V	M
Agriculture	403	437	404	440	402	436	400	435
Arch./Envir. Design	415	491	414	489	412	486	412	485
Art	402	419	403	421	403	419	405	420
Biological Sciences	469	506	471	504	472	504	473	508
Business & Commerce	399	446	398	446	401	446	402	445
Communications	444	446	443	446	446	446	445	445
Computer Science/ Sys. Analysis	417	496	416	492	417	489	413	484
Education	389	418	391	418	394	419	394	418
Engineering	444	535	446	534	449	537	448	539
English/Literature	507	481	507	482	512	483	515	490
Ethnic Studies	378	381	381	395	367	377	384	388
Foreign Languages	472	475	474	477	477	478	480	481
Forestry/Conservation	416	451	418	452	421	455	417	448
Geography	424	471	422	474	416	452	420	457
Health & Medical	429	470	428	469	429	467	427	465
History & Cultures	481	474	482	472	485	475	490	478
Home Economics	385	414	383	411	385	407	384	408
Library Science	474	444	464	431	483	449	462	435
Mathematics	455	577	456	572	455	569	453	572
Military Science	434	478	433	474	434	474	433	473
Music	436	455	435	454	437	453	438	456
Philosophy & Religion	460	477	463	481	464	481	462	487
Physical Sciences	495	560	498	558	496	558	496	560
Psychology	434	447	433	447	436	446	437	449
Social Sciences	456	473	456	474	461	475	461	476
Theater Arts	438	436	439	436	441	437	443	440
Trade & Vocational	352	394	350	391	350	389	348	385
Other	397	431	395	431	399	433	396	428
Undecided	440	481	440	480	444	481	440	480

*From College-Bound Seniors, page 45.

Table 14 (cont'd). Special Test Administration Data Collapsed Over Four Years ('80–'83): Intended Field of Study, First Choice, by SAT Mean Scores

	Disabilities							
	HEARING		LEARNING		PHYSICAL		VISUAL	
	V	M	V	M	V	M	V	M
Agriculture	289	333	340	379	391	400	356	408
Arch./Envir. Design	301	398	357	429	332	378	367	455
Art	303	346	343	362	322	340	391	393
Biological Sciences	337	438	387	419	453	453	470	516
Business & Commerce	292	377	339	385	383	422	394	439
Communications	326	344	354	361	412	371	444	432
Computer Sci/Sys. Anal.	272	373	348	422	392	437	426	482
Education	289	362	319	347	378	385	383	409
Engineering	321	442	374	448	437	535	430	534
English/Literature	330	401	427	386	415	399	511	495
Ethnic Studies	–	–	286	364	–	–	420	310
Foreign Languages	–	–	359	391	440	441	451	476
Forestry/Conservation	480	490	351	379	450	485	413	399
Geography	–	–	280	273	–	–	–	–
Health & Medical	306	376	339	380	404	407	387	435
History & Culture	250	307	408	396	480	495	391	419
Home Economics	230	328	311	327	306	347	387	399
Library Science	–	–	350	250	320	230	392	313
Mathematics	321	490	372	496	409	491	486	598
Military Science	–	–	356	396	540	530	410	505
Music	500	458	353	349	447	462	409	448
Philosophy & Religion	250	360	363	413	426	388	441	439
Physical Sciences	299	437	390	467	474	463	442	516
Psychology	282	328	373	391	440	415	439	421
Social Sciences	319	382	376	386	471	458	456	460
Theater Arts	288	376	371	378	457	400	442	480
Trade & Vocational	216	280	310	334	390	414	340	400
Other	278	342	342	380	436	445	393	427
Undecided	305	376	351	394	394	407	400	446

Table 15. Plans to Apply for Advanced Placement or Course Credit*

Year	'80	'81	'82	'83
	%	%	%	%
English	23.1	24.2	25.1	25.8
Mathematics	20.5	21.5	22.5	23.2
Foreign Languages	10.6	11.0	11.4	11.9
Biological Sciences	8.9	9.2	9.3	9.3
Physical Sciences	9.5	10.0	10.4	10.6
Social Studies	12.7	13.3	13.6	13.7
Art and Music	6.6	6.7	6.4	6.0
Any Subject	50.6	51.6	53.1	54.6

*From College-Bound Seniors, page 48.

Table 15 (cont'd). Special Test Administration Data Collapsed Over Four Years ('80–'83): Plans to Apply for Advanced Placement or Course Credit, Students With Disabilities

	Disabilities			
	HEARING	LEARNING	PHYSICAL	VISUAL
	%	%	%	%
English	9.9	8.2	16.5	16.9
Mathematics	15.1	9.3	12.4	13.4
Foreign Languages	2.2	3.4	6.8	8.7
Biological Sciences	5.7	5.0	5.4	6.1
Physical Sciences	5.1	5.1	5.6	6.4
Social Studies	7.6	8.0	9.2	10.8
Art and Music	4.3	6.7	3.6	6.7
Any Subject	32.5	30.2	33.9	37.6
# Responding	644	7327	980	2300

Table 16. Housing Preferences*

Year	'80	'81	'82	'83
	%	%	%	%
At Home	25	24	24	24
Dormitory	56	57	58	58
Single Sex	22	22	22	22
Coed	34	35	36	36
Fraternity or Sorority	4	4	4	4
Own Apartment	14	14	14	14
On Campus	8	8	8	8
Off Campus	6	6	6	6
Number Responding	907,959	908,938	901,941	871,444

*From College-Bound Seniors, page 50.

Table 16 (cont'd). Special Test Administration Data Collapsed Over Four Years ('80–'83): Housing Preferences, Students With Disabilities

	Disabilities			
	HEARING	LEARNING	PHYSICAL	VISUAL
	%	%	%	%
At Home	18	17	33	18
Dormitory	69	65	52	67
Single Sex	31	22	24	27
Coed	38	43	28	40
Fraternity or Sorority	3	5	2	2
Own Apartment	10	13	13	13
On Campus	8	8	7	7
Off Campus	2	5	6	6
Number Responding	595	6704	916	2155

Table 17. Extracurricular Activities in High School and Plans for College*

Year	'80	'81	'82	'83
	%	%	%	%
		Active in High School		
Athletics, incl. Intramural and Community	69	69	70	70
Ethnic Organizations	7	7	7	7
Journalism, Debating, Dramatics	29	29	28	28
Art, Music, or Dance	43	43	43	42
Department or Preprofessional Clubs	13	13	13	13
Religious Organizations	33	33	34	34
Social or Community Clubs	42	42	42	43
Student Government	24	23	23	24
Number Responding to at least one activity	906,344	906,703	898,474	867,869
		Will be Active in College		
Athletics, incl. Intramural and Community	56	55	56	56
Ethnic Organizations	6	6	6	6
Journalism, Debating, Dramatics	26	26	26	25
Art, Music, or Dance	37	36	36	36
Departmental or Preprofessional Clubs	18	18	19	19
Religious Organizations	23	23	23	23
Social or Community Clubs	45	44	46	47
Student Government	21	20	21	21
Number Responding to at least one activity	906,344	906,703	898,474	867,869

*From College-Bound Seniors, pages 53 and 55.

Table 17 (cont'd). Special Test Administration Data Collapsed Over Four Years ('80–'83): Extracurricular Activities in High School and Plans for College, Students With Disabilities

	Disabilities			
	HEARING	LEARNING	PHYSICAL	VISUAL
	%	%	%	%
	Active in High School			
Athletics, including Intramural and Community	62	68	35	49
Ethnic Organizations	7	5	6	6
Journalism, Debating, Dramatics	20	19	29	33
Art, Music or Dance	27	35	32	45
Department or Preprofessional Clubs	8	8	10	14
Religious Organizations	23	26	28	32
Social or Community Clubs	35	34	34	41
Student Government	14	14	21	22
	Will be Active in College			
Athletics, including Intramural and Community	52	55	24	37
Ethnic Organizations	5	4	5	6
Journalism, Debating, Dramatics	18	18	28	31
Art, Music, or Dance	25	30	29	39
Department or Preprofessional Clubs	14	13	17	23
Religious Organizations	17	16	22	24
Social or Community Clubs	37	36	41	43
Student Government	14	15	22	22

Table 18. Type of High School*

	'80	'81	'82	'83
	%	%	%	%
Public	81.8	81.5	81.0	80.3
Private	18.2	18.5	19.0	19.7

*From College-Bound Seniors, page 56.

Table 18. (cont'd). Special Test Administration Data Collapsed Over Four Years ('80–'83) by Type of High School, Students With Disabilities

	Disabilities			
	HEARING	LEARNING	PHYSICAL	VISUAL
	%	%	%	%
Public	70.1	69.4	71.1	75.1
Private	29.9	30.6	18.9	24.9
Number Responding	613	7052	944	2236

Table 19. Self-Reported Skills and Abilities*

Year	'80	'81	'82	'83
	%	%	%	%
		TOP 10%		
Ability to get along with others	61	61	62	63
Acting	15	15	15	15
Art	16	16	16	16
Athletics	31	31	31	32
Creative Writing	24	24	25	25
Leadership	41	41	41	42
Mathematics	30	30	31	32
Mechanics	16	17	17	17
Music	21	20	21	20
Organizing for Work	34	34	34	34
Sales	23	23	23	23
Science	22	23	23	23
Spoken Expression	29	29	30	31
Written Expression	30	30	31	32
		ABOVE AVERAGE		
Ability to get along with others	89	90	90	91
Acting	39	39	40	39
Art	40	41	41	41
Athletics	61	61	62	62
Creative Writing	57	57	59	59
Leadership	71	71	72	72
Mathematics	59	59	60	61
Mechanics	40	41	41	41
Music	43	43	44	44
Organizing for Work	70	71	71	71
Sales	53	54	54	53
Science	51	52	52	52
Spoken Expression	63	64	65	65
Written Expression	64	65	66	66

*From College-Bound Seniors, page 59.

Table 19 (cont'd). Special Test Administration Data Collapsed Over Four Years ('80–'83): Self-Reported Skills and Abilities, Students With Disabilities

	Disabilities			
	HEARING	LEARNING	PHYSICAL	VISUAL
	%	%	%	%
		TOP 10%		
Ability to get along with others	52.9	58.4	56.9	53.4
Acting	14.6	12.7	11.3	13.6
Art	21.8	18.4	12.8	13.5
Athletics	34.3	36.8	11.6	19.3
Creative Writing	14.1	12.6	22.8	23.6
Leadership	25.3	36.5	32.8	34.2
Mathematics	26.6	13.8	22.9	24.7
Mechanics	14.3	21.9	12.8	13.8
Music	7.3	12.9	13.2	22.1
Organizing for Work	30.0	21.5	30.3	28.8
Sales	14.2	24.0	20.5	22.8
Science	15.0	12.5	17.0	20.1
Spoken Expression	15.4	24.9	30.8	33.3
Written Expression	15.0	12.8	29.2	27.7
		ABOVE AVERAGE		
Ability to get along with others	83.0	86.2	85.1	82.2
Acting	42.5	33.6	31.6	37.6
Art	49.2	41.3	35.1	38.0
Athletics	63.7	65.3	23.9	41.9
Creative Writing	40.2	38.1	56.0	57.3
Leadership	51.3	66.0	59.3	62.1
Mathematics	54.1	36.6	48.5	51.8
Mechanics	36.8	48.1	26.5	34.5
Music	16.7	29.9	32.0	46.8
Organizing for Work	64.7	52.6	60.2	63.3
Sales	36.1	53.5	48.1	49.0
Science	40.1	36.9	41.3	44.6
Spoken Expression	41.8	56.5	63.2	67.7
Written Expression	46.1	37.7	61.4	61.1

APPENDIX

Student Descriptive Questionnaire (SDQ)

Completing the SDQ gives you a chance to send colleges information about your interests, experiences, activities, and plans, along with your test scores. Your responses may help counselors and admissions officers in advising you about your college plans. Your answers to most of the questions will appear on the score report that will be sent to you, your school, and the colleges and scholarship programs you name to receive reports. Your answers to other questions (the questionnaire identifies which ones) will *not* appear on your score reports but will be used for research and planning by educational institutions.

Mark your answers to the SDQ in item 16 of the Registration Form. You are encouraged to answer all questions, although you may omit the answer to a specific question, if you wish. Most of the questions have been written for students still in high school. If you are no longer in school, answer them as well as you can.

You can delete or change your answers at any time by using an Additional Report Request Form (see pages 13 and 14) or when you register for another test.

Note: If you have previously filled out a Student Descriptive Questionnaire and want to update your answers, record one of the following options at the beginning of the SDQ response area:

(A) Substitute my answers here for my previous answers to the same questions. Keep the other information I gave earlier.
(B) Include only my current answers. Delete all answers I gave earlier.
(C) Delete all my previous answers. I do not wish to have SDQ information in my records.

For further information on changing descriptive information, see page 14.

1. The College Board's Student Search Service is an information service for students, colleges, and governmental scholarship programs. It is free to all students who participate in the ATP and works this way:

   If you ask to participate, colleges and scholarship programs interested in students with your characteristics can ask for and receive your name, address, sex, date of birth, high school, and intended major. The answers you give to the questions that follow may be used to determine if you fit the characteristics colleges have requested in the Student Search Service. Different colleges and scholarship programs will be interested in students with specific characteristics, such as place of residence, range of test scores, intended college majors, ethnic background, and income. For example, a state scholarship program may want to identify all students within that state who are eligible for the Pell Grant program in order to notify them of when and how to apply.

   By participating, you may receive information from a variety of colleges and scholarship programs about their programs, admissions procedures, and financial aid opportunities. The mail you receive may include information from a college well known to you or come from one unfamiliar to you but with the academic program and other features you find important. In either case the Student Search Service can provide you with information you might not otherwise discover.

   Your name will be made available to the Student Search Service only if you answer "Yes" to this item.

   (Y) Yes, I want to be included in the Student Search Service.
   (N) No, I do not want to be included in the Student Search Service.

2. What kind of high school are you attending?

   (A) Public (B) Other than public

3. Which of the following best describes your present high school program?

   (A) Academic or college preparatory (B) General
   (C) Career-oriented (business, vocational, industrial arts)
   (D) Other

4. About how many students are there in your high school class?

   (A) Fewer than 100 (B) 100-249 (C) 250-499
   (D) 500-749 (E) 750 or more

5. What is your most recent high school class rank? (For example, if you are 15th in a class of 100, you are in the second tenth.) If you do not know your rank or rank is not used in your school, give your best estimate.

   (A) Highest tenth } top fifth
   (B) Second tenth }
   (C) Second fifth
   (D) Middle fifth
   (E) Fourth fifth
   (F) Lowest fifth

Questions 6 through 11 ask you to blacken the letter corresponding to the total years of study you expect to complete in certain subject areas. Include in the total only courses you have taken since beginning the ninth grade and those you expect to complete before graduation from high school. Count less than a full year in a subject as a full year. Do not count a repeated year of the same course as an additional year of study.

   (A) One year or the equivalent
   (B) Two years or the equivalent
   (C) Three years or the equivalent
   (D) Four years or the equivalent
   (E) More than four years or the equivalent
   (F) I will not take any courses in the subject area.

6. English

7. Mathematics

8. Foreign Languages

9. Biological Sciences (for example, biology, botany, or zoology)

10. Physical Sciences (for example, chemistry, physics, or earth science)

11. Social Studies (for example, history, government, or geography)

For each of the subject areas in questions 12 through 17, blacken the *latest* year-end or midyear grade you received since beginning the ninth grade. For example, if you are a senior and have not taken biology or any other biological science since your sophomore year, indicate that year-end grade. If you are a junior and have completed the first half of the year in an English course, indicate that midyear grade.

If you received the grade in an advanced, accelerated, or honors course, also blacken the letter H.

   (A) Excellent (usually 90-100 or A)
   (B) Good (usually 80-89 or B)
   (C) Fair (usually 70-79 or C)
   (D) Passing (usually 60-69 or D)
   (F) Failing (usually 59 or below or F)
   (G) Only "pass-fail" grades were assigned and I received a pass.
   (H) The grade reported was in an advanced, accelerated, or honors course.

12. English

13. Mathematics

14. Foreign Languages

15. Biological Sciences

16. Physical Sciences

17. Social Studies

18. Will you have completed advanced high school or college-level work before entering college? If so, mark the letter for each field in which you plan to apply for advanced placement, credit-by-examination, or exemption from required courses.

   (A) English
   (B) Mathematics
   (C) Foreign Languages
   (D) Biological Sciences
   (E) Physical Sciences
   (F) Social Studies
   (G) Art/Music

19. On the average, how many hours per week do you work in a part-time job? (Exclude vacations.)

   (A) None
   (B) Less than 6 hours
   (C) 6 to 10 hours
   (D) 11 to 15 hours
   (E) 16 to 20 hours
   (F) 21 to 25 hours
   (G) 26 to 30 hours
   (H) More than 30 hours

20. How much have you participated in community or church groups while in high school?

   (A) I have not been a member of any community or church group.
   (B) I have belonged to one or two groups but have not participated actively.
   (C) I have participated actively in one or two groups but have not held any major offices (for example, president, chairman, or treasurer).
   (D) I have participated actively in more than two groups but have not held any major offices.
   (E) I have participated actively and have held a major office in at least one community or church group.

21. How much have you participated in athletics in or out of high school?

   (A) I have not participated in athletics.
   (B) I have participated in individual or intramural athletics.
   (C) I have been on one or more varsity teams but have not earned a varsity letter.
   (D) I have earned one or more varsity letters in a single sport.
   (E) I have earned varsity letters in more than one sport.

22. How much have you participated in clubs and organizations in high school?

   (A) I have not been a member of any club or organization.
   (B) I have belonged to some organizations but have not held any major offices (for example, president, editor, or class or school representative).
   (C) I have held one or two major offices.
   (D) I have held three or four major offices.
   (E) I have held five or more major offices.

23. During your high school years how many honors or awards (for example, essay contest, debating tournament, science fair, music, art or theater competition, or membership in a scholastic honors group) have you received?

   (A) None (B) One or two (C) Three or four
   (D) Five or six (E) Seven or more

24. What is the highest level of education you plan to complete beyond high school?
    (A) A two-year specialized training program (for example, electronics or laboratory technician)
    (B) A two-year Associate of Arts degree (A.A.)
    (C) Bachelor's degree (B.A. or B.S.)
    (D) Master's degree (M.A. or M.S.)
    (E) Doctor's or other professional degree (such as M.D. or Ph.D.)
    (F) Other or undecided

25. What is the date of your high school graduation? Blacken month and last two digits of year.

26. When do you expect to enter college? Blacken month and last two digits of year.

Your response to question 27 will not be included in the reports that are sent to you, your school, and the colleges you designate.

27. Do you plan to apply for financial aid at any college?
    (Y) Yes (N) No

28. When you enroll, do you expect to attend college
    (A) full-time (B) part-time

29. When you enroll, do you expect to attend college during the
    (A) day (B) evening

30. Where do you prefer to live during your first two years in college?
    (A) At home
    (B) Single-sex dorm
    (C) Coed dorm
    (D) Fraternity or sorority house
    (E) On-campus apartment
    (F) Off-campus apartment

31. Are you a United States citizen?
    (Y) Yes (N) No

32. Are you a veteran of the United States Armed Forces?
    (Y) Yes (N) No

Questions 33 through 36 are for students who have finished high school and have already attended college. If you have not, go on to the paragraph preceding question 37.

33. Please put the code number of the college you are attending or most recently attended in the spaces provided and blacken the corresponding ovals. See the gray-bordered pages for college code numbers.

34. Are you enrolled in that college now?
    (Y) Yes (N) No

35. Approximately what was your grade point average at that college on a scale of 0 (F) to 4 (A)?
    (A) 3.5 or above
    (B) 3.0–3.4
    (C) 2.5–2.9
    (D) 2.0–2.4
    (E) 1.5–1.9
    (F) Below 1.5
    (G) Not applicable

36. If you expect to transfer credits, at what level do you expect to enter the new college?
    (A) First semester freshman
    (B) Second semester freshman
    (C) First semester sophomore
    (D) Second semester sophomore
    (E) Junior
    (F) Senior

The College Board wants its tests and services to be fair and useful to all candidates. Research based on responses to questions 37 and 38 will help the College Board evaluate and improve its tests and services. Your responses will also be reported to your school and to those colleges that accept such information in order to make sure their programs are fair and useful to students of all racial and ethnic backgrounds.

37. How do you describe yourself?
    (A) American Indian or Alaskan native
    (B) Black or Afro-American or Negro
    (C) Mexican-American or Chicano
    (D) Oriental or Asian-American or Pacific Islander
    (E) Puerto Rican
    (F) White or Caucasian
    (G) Other

38. Is English your best language?
    (Y) Yes (N) No

Your responses to questions 39 and 40 will be used only for research. They will not be included in the score reports that are sent to you, your school, and the colleges you designate.

39. Indicate the highest level of education completed by your father or male guardian.
    (A) Grade school
    (B) Some high school
    (C) High school diploma
    (D) Business or trade school
    (E) Some college
    (F) Bachelor's degree
    (G) Some graduate or professional school
    (H) Graduate or professional degreee

40. Using the list in question 39, indicate the highest level of education completed by your mother or female guardian.

Questions 41 through 43 ask about your parents' financial situation and should be answered in consultation with them. Your individual responses will not be reported to anyone. Only summary responses for groups of students will be reported to colleges and high schools.

41. How many persons are dependent on your parent(s) or legal guardian for financial support? Be sure to include your parent(s) and yourself.
    (A) Two (B) Three (C) Four (D) Five
    (E) Six (F) Seven (G) Eight (H) Nine or more

42. During your first year in college, how many persons dependent on your parent(s) or legal guardian will be in college? Include yourself.
    (A) One (B) Two (C) Three
    (D) Four (E) Five or more

43. What was the approximate income of your parents before taxes last year? Include taxable and nontaxable income from all sources.
    (A) Less than $3,000 a year (about $57 a week or less)
    (B) Between $3,000 and $5,999 a year (from $58 to $114 a week)
    (C) Between $6,000 and $8,999 a year (from $115 to $173 a week)
    (D) Between $9,000 and $11,999 a year (from $174 to $230 a week)
    (E) Between $12,000 and $14,999 a year (from $231 to $288 a week)
    (F) Between $15,000 and $17,999 a year (from $289 to $346 a week)
    (G) Between $18,000 and $20,999 a year (from $347 to $403 a week)
    (H) Between $21,000 and $23,999 a year
    (I) Between $24,000 and $26,999 a year
    (J) Between $27,000 and $29,999 a year
    (K) Between $30,000 and $34,999 a year
    (L) Between $35,000 and $39,999 a year
    (M) Between $40,000 and $44,999 a year
    (N) Between $45,000 and $49,000 a year
    (O) $50,000 a year or more

44. You may want to receive help outside regular course work from the college you plan to attend. If so, blacken the letter for each area in which you may want help.
    (A) Counseling about educational plans and opportunities
    (B) Counseling about vocational/career plans and opportunities
    (C) Improving mathematical ability
    (D) Finding part-time work
    (E) Counseling about personal problems
    (F) Increasing reading ability
    (G) Developing good study habits
    (H) Improving writing ability

Questions 45 and 46 concern your interests in extracurricular activities in high school and your plans to participate in college.

45. Blacken the letter for each activity in which you participated while in high school.
    (A) Athletics—interscholastic, intramural, or community
    (B) Ethnic or racial activities or organizations
    (C) Journalism, debating, or dramatic activities
    (D) Art, music, or dance
    (E) Preprofessional or departmental clubs—for example, Future Teachers of America, American Society of Civil Engineers
    (F) Religious activities or organizations
    (G) Social clubs or community organizations
    (H) Student government

46. Using the list in question 45, blacken the letter for each activity in which you plan to participate in college.

Questions 47 through 60 concern how you feel you compare with other people your own age in certain areas of ability. For each field, blacken the letter
    (A) if you feel you are in the highest 1 percent in that area of ability
    (B) if you feel you are in the highest 10 percent in that area of ability
    (C) if you feel you are above average in that area of ability
    (D) if you feel you are average in that area of ability
    (E) if you feel you are below average in that area of ability

47. Acting ability
48. Artistic ability
49. Athletic ability
50. Creative writing
51. Getting along with others
52. Leadership ability
53. Mathematical ability
54. Mechanical ability
55. Musical ability
56. Organizing work
57. Sales ability
58. Scientific ability
59. Spoken expression
60. Written expression

61. From the list on page 10, choose the field that would be your first choice for your college curriculum. Write the number of that field and blacken the corresponding ovals.
62. From the same list, choose the field that would be your second choice. Write the number of that field and blacken the corresponding ovals.
63. From the same list, choose the career field that you think you will pursue after college. Write the number of that field and blacken the corresponding ovals. If your exact choice does not appear, select the one most closely related.